

Official Organ of the National Congress of Mothers

Vol. VII

JANUARY, 1913

No. 5

CHILD-WELFARE MAGAZINE

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PUBLISHED MONTHLY

FOR THE CHILD-WELFARE COMPANY

BY J. B. LIPPINCOTT COMPANY

227 South Sixth Street, Philadelphia

\$1.00 A YEAR

10 CENTS A NUMBER

Entered as Second Class Matter, November 29, 1909, at the Post Office at Philadelphia, Pa.,
under Act of March 3, 1879

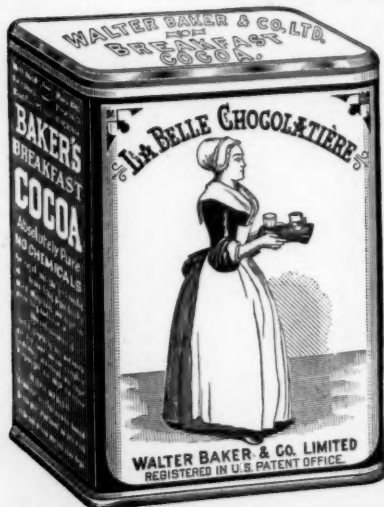
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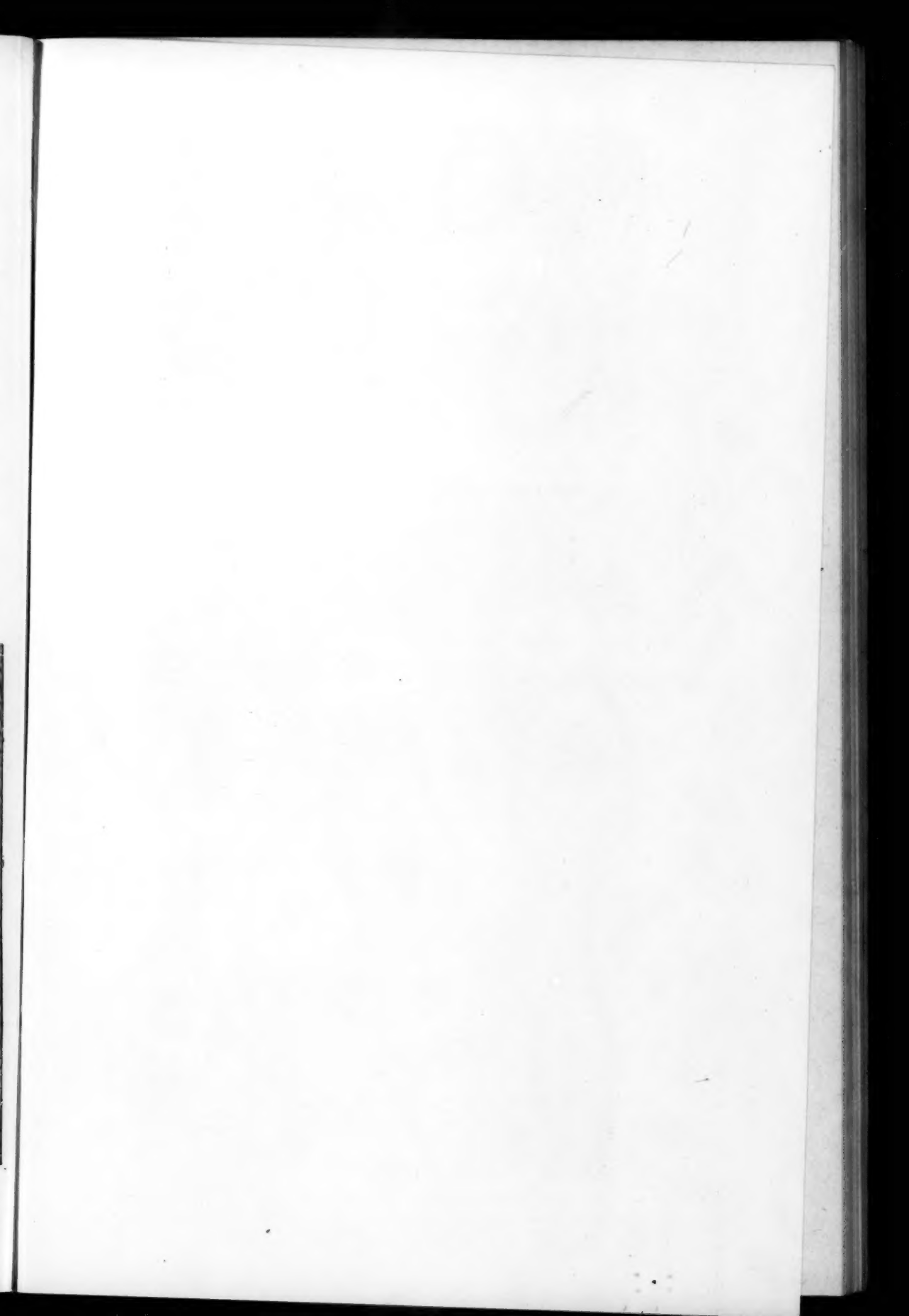
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Send subscriptions and all communications relating to THE MAGAZINE
to Business Manager, 227 South Sixth Street, Philadelphia

Send orders for literature and loan papers to Washington office, 806 Loan
and Trust Building. MRS. ARTHUR A. BIRNEY, Corresponding Secretary

Vol. VII

JANUARY, 1913

No. 5

The President's Desk

To every reader of CHILD-WELFARE the editors extend earnest wishes for a Happy New Year.

To every officer and member of the organized parenthood of the nation the president sends greetings and appreciation for the marked growth in every direction which has characterized the work of the past year.

New state branches have been formed. Old ones have grown in numbers and influence.

Greater unity, and a strong effort for team work have developed.

Together, one in aim and purpose, the great work claiming first place, self put in the background, tolerant and progressive, the National Congress of Mothers and Parent-Teacher Associations has become a world-power for good. What it may do for home and nation is limitless, if each member keeps the love of service in first place and helps to build a united, strong working body, equipped as it should be with adequate means for extension and educational work.

CHILD-WELFARE IN ITS BROAD ASPECTS

THE world is rapidly awakening to the fact that there is much more to do for children than to provide a public school system, and institutions for defective and erring ones. There are many men and women to-day who are interested in bettering opportunities for the children, but who have given no broad study to the different phases of life having a bearing on child-welfare.

The system of legislation for child-welfare is little better than patch-work. Not in a single state has there been thorough study of all the conditions of children and an effort to correlate the laws so that the children may have adequate and sensible care from home, school, church, and state.

No one wishes to have children over-worked, yet when a law is passed

prohibiting any kind of work for children under fourteen except domestic work and agriculture, it is for the city boy an edict depriving him of all chance for manual work, for comparatively few schools have a thorough system of hand work or shop work.

It is admitted that brain and hand must both be used to obtain best results, yet unless the school can supply the opportunity, the child can have no means of learning the use of his hands, and gaining handiness which comes from use.

Some states have advanced far enough to refuse to allow children to grow up in almshouses, but none have yet made thoroughly satisfactory provision for the care of those children. Not one state is doing what might be done to prevent infant mortality.

Child-welfare work to-day needs to be considered as a whole to be efficient and effective, otherwise the very means planned to be beneficial may become quite the reverse.

There are many who see but one thing and work only for that, and so lose their perspective, and also the power to see the all-around needs of children.

The National Congress of Mothers has a great opportunity to correlate the different needs of children, and is in its various departments striving to work for the welfare of the whole child and of all children. It has also a special power, for its membership is made up of parents and teachers, those who actually have child care in their hands and who can put into practice the lessons that experience has proved to be beneficial.

The world moves forward. People are realizing that the brotherhood of man and the Fatherhood of God are no idle terms but are vital factors in building a strong nation. They are realizing that the social structure can only be strong when each of its parts is adjusted to wholesome honorable ideals of life. It is not charity, but justice that is required for the poorer weaker members. It is not education of brain alone, but of body and spirit which the world requires. The engine built of good material, perfect in every detail of construction, and placed in the hands of an ignorant man as engineer, becomes a wreck.

The finest specimens of humanity, physically and mentally, meet the same fate unless the soul which is the guiding power of life is tuned to true ideals and gains its power from the only Source of life and light.

The Catholic Educational Review comments on the "popular wave for the teaching of sex hygiene in the public schools which is sweeping over the country, backed by many well-meaning people."

"That the spread of immorality among public school children is an evil that calls loudly for remedy will be readily admitted, and that it is an exceedingly difficult problem no one at all familiar with present conditions will deny. Religious sanctions cannot be involved in the public schools and without religion it is difficult to see what may be done to hold in check the developing passions of young people who are thrown together in the upper grammar grades and high schools. In our haste to find a

remedy, we should guard against the employment of devices which will aggravate instead of cure the disease. No class of young men in the community know more about the ravages of sex disease than medical students, but there are few who will claim for them greater virtue on this account."

There are many thoughtful men and women who view with apprehension the methods now being advocated in giving instruction to young people on the highest and holiest function God has given to mankind, while fully sympathizing with the purpose of those who advocate these methods.

It is impossible to give a true idea of sex, of marriage, and of parenthood when the spiritual side is not made dominant over the physical.

Self-control can never be developed by fear. It comes only through religion, through the realization that God is the source of all power, and that He has said only those who are pure in heart shall see God.

There is nothing higher or more sacred in human life than the qualities which differentiate man and woman. To place the responsibility for the instruction of children on those who are unable to give to them the highest view of this function is regarded with apprehension and justly so by many.

The school to-day has been compelled to shoulder everything the home neglects to do. The school may properly teach physiology and hygiene *thoroughly and constructively*, emphasizing no single feature above others. Beyond that its duty does not necessarily go.

The home and the church should equally assume the responsibility for this training. The church to-day could render no greater service than by instructing parents as to what should be taught children, and the best ways of doing it.

Parents are the ones who need help and education as to their duties in this regard even more than children, for with them should rest the main responsibility for giving youth the Divine view-point of love and marriage as well as the knowledge required for their physical well-being and protection from the temptations that meet them as they go into the world. The duty of home and church in this regard takes precedence of the duty of the school.

COPLEY PLAZA,
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HEADQUARTERS FOR
MOTHERS' CONGRESS

THE seventeenth Child-Welfare Conference of the National Congress of Mothers and Parent-Teacher Associations will be held in Boston, Mass., May 15-20. The Copley Plaza is Boston's finest and best located hotel. It has a convention hall which will be the place of meeting for the Congress. The hotel will be headquarters for officers and delegates. Already prominent leaders in child-welfare have accepted places on the program. Many places of historic interest will be visited after the business sessions. It is not too soon to plan to be there.

Mountain Tops and Valleys of Humanity*

ELIZABETH HARRISON
Chicago, Illinois

(Concluded from page 116)

Every great mountain range has been lifted upward by the fires that burned in the depths of the earth. So too every truly great moral leader has been pressed upward and onward by a great ideal that burned away all thoughts of personal ease, or show, or selfish gratifications.

Are we teaching the children in our homes by what we place on the table before them, by our conversation concerning food, that they should eat to live, not live to eat? I once saw one of the most learned men whom I have ever known, reward a moral act on the part of his little grand-daughter by giving her a bag of candy. How do most of us celebrate Thanksgiving Day? By leading our children to feel the great and beautiful mystery of the harvest? Or by inducing them to overeat, owing to the lavish and unnecessary abundance of appetizing and oftentimes unwholesome food we place before them on that day? Is this the way to teach control of appetite and the sacredness of the body? Are we instilling into them the duty as well as the joy of perfect health? And yet we know that a well body is one of the greatest elements in sanity of judgment, so needed in the problems of life, and that it aids immensely in proficiency in work, so demanded by the tasks of life. In other words it is nearer the divine idea to have a well body

than one in which any form of self-indulgence has established disease. How many fine, true men and women have you and I known who have had to give up their share in some great uplifting enterprise because of lack of health! "Train not thy child," says Emerson, "so that at the age of thirty or forty he shall have to say 'This great work could I have done but for the lack of a body.'" Is not this carelessness as to health one of the ways in which we are not conserving the forces that makes for righteousness and truth? One of the ways in which we are neglecting to build up "a great personality" in our children?

How many young daughters of to-day, who are to be wives and mothers of America to-morrow, are being taught that inner adornment of heart and mind are more beautiful than outer adornment of body? One does not need to ask this question. A half hour's observation on the sunny side of a promenade street any Sunday afternoon will give the answer. I do not mean by this that young girls should not be taught to dress as prettily and as becomingly as the family income will permit. But a little child should be as unconscious of its dress as a rose is of its petals. And as our girls grow toward young womanhood, and a regard for their personal appearance begins naturally to manifest itself,

*An address delivered before the Child-Welfare Conference at Washington, D. C., May 2, 1911.

do we teach them that *appropriateness* of dress is more important than its price? Should we not train them into the proper care of pretty clothes so that the habit of lavish extravagance in dress may not set an example to be followed by girls less well brought up than they, or, perchance may ruin their own domestic happiness? From the standpoint of training strong, inspiring personalities this subject of dress needs our thoughtful consideration.

How many of us understand how to enter heartily into the merry frolicsome play of a little child? Most grown people do not realize the serious significance of a young child's play. In my classes for mothers I have found that one of the most difficult things I have had to teach many of them has been how to play simply and genuinely as a child would play. And yet, there is nothing which will establish so easily a loving comradeship with children as this power to enter into their play, and it is through a loving companionship that the inner life of a child can best be reached.

"Play is the most spiritual activity of a young child's life" says Froebel. By this he means that in his play the child is putting forth his creative power, a conscientiousness of which is to make him master of outer circumstances. In his play the child is either learning control of his body by running, hopping, jumping, rolling down hill, climbing trees, tossing his ball, and like games, or he is entering into the great world of make-believe where the imagination rules supreme, and where there is no limit to his power. He can be a horse, a dog, an elephant, a steam

engine, an Indian, a doctor, a merchant, a prince, at a moment's notice. Or he can enter into, and re-enact the social world about him. And the heartier he plays all these things the heartier he will enter into the real work of the world when he is grown.

How many parents and teachers are there who can enter into this world of play and not spoil it? How often have you and I witnessed this paradise of childhood tumble to pieces as quickly as did Klingso's garden and the child be transformed into a shy, oftentimes painfully embarrassed, self-conscious being, because of a rude laugh, or a stupid question, or an unsympathetic remark on the part of grown persons present?

Have you not been in children's playrooms which were crowded with ready-made toys, because parents and grandparents imagined that many toys meant much play? Whereas, in reality, the fewer toys—just enough to stimulate the play-spirit—the better the child plays. And even these few toys should be simple and durable so as to stand the wear and tear of childish handling. It is not *things* but thoughts and deeds that make life rich, and this should be kept in mind even in a child's play.

When we come to the amusements and recreations of older children we find that the mistakes that are being made are, if possible, even more serious. It seems hard for many supposedly well-educated people to distinguish between "amusements" and "recreations." If they did realize the difference we would not so often see our city parks almost empty on fine, clear days, the wild

flowers unsought, the blossom season forgotten, the glory of the autumn foliage neglected, with family picnics and week-end excursions almost unknown; while close, foul audience rooms of moving picture shows are crowded and emptied, only to be crowded again, day and night from week's end to week's end. And for what? Mere idle amusement, which requires no effort whatever on the part of the child. Oftentimes a morbid and sensational rehearsal of some dime novel story is the chief entertainment given. Occasionally a distorted bit of history is thrown in to help ease the conscience of thoughtless parents as to their giving consent to their boy's or girl's wasting another evening in such made-to-order excitement. A child gains no bodily refreshment, no emotional depth, no exercise of his own creative imagination, no inspiration for stronger or better living from such amusements.

Vaudeville and theatre matinees are merely a little more expensive forms of this same mistaken idea of amusing children by artificial means and thereby awakening an unnatural craving for more excitement, involving usually plots far beyond their tender age. When these same blessed children are readily satisfied with, in fact are eager for innocent enjoyment and simple recreations which are of their own planning and carrying out. All normal children enjoy charades, especially when they are allowed a certain amount of "dressing up" for them. Private theatricals which they help to select, to costume, and in which they are the actors, are immensely more interesting to most

children than an afternoon at a crowded matinee. I am not arguing against an occasional seeing some such child-like drama as Mrs. Rigg's "Rebecca," or Mrs. Mark's "The Piper." I am merely stating a psychological truism that children develop their dramatic instinct better, and train their imagination to a finer perception of human emotions by acting out little home and school-room plays than by merely witnessing some one else's acting; not to speak of the initiative and the creative resourcefulness which the former calls forth and the latter suppresses. Both of which are as necessary in a leader as is the training of a strong, sympathetic imagination which enables a man to put himself in the other fellow's place, and thereby to judge more fairly and squarely in the perplexing problems of trying to put courage into the heart of the discouraged, to make strong the weak, to enlighten the ignorant.

If we are to train and send forth leaders let us realize the true significance of all these seemingly minor influences which develop or retard the characteristics that are needed for leadership.

To me the saddest part of the terrible Iroquois Theatre fire was not the 600 charred bodies which were taken from its burning ruins, but the fact that, although the play presented on that afternoon was an absurd, spectacular extravaganza with nothing child-like or natural about it, two-thirds of the audience were children under fourteen years of age, all of them apparently from families of good social standing and of at least moderate means. What

a tale it told of poverty of resource on the part of the parents! or of their selfish desire for their own amusement! Or was it their utter misunderstanding of childish needs?

Whatever may have been the mistaken idea which brought this about, it indicated to any thoughtful student of child life a tendency toward degeneracy in a great nation. And this is more tragic than the sadness of physical death; for it shows the dying out of high ideals of that nation! And who is there who would not say that death were preferable to degeneration, either in an individual or in a nation? Again I ask, is not this failure to distinguish between artificial amusements and creative recreations one of the ways in which we are leveling down the mountain tops? A morbid love of mere excitement and sensations never yet developed a strong, fine "personality."

Let us next consider what may at first seem to be too prosaic a theme to be connected with mountain tops, or heroic living, or whatever designation we may give to the training for leadership along lines of national morals. And yet, as it is necessary for the best welfare of each individual child, it must be an important factor in the higher life of our nation. The seemingly trivial but in reality serious question is simply this, "Are we teaching the children of the more fortunate classes to regard the necessary activities in and around the home as *work* or as *drudgery*?" Unfortunately, indeed is the child who has no home duties to attend to.

One of the blessings of the poor is that their children learn to share,

as a matter of course, in the family duties, and thereby learn some degree of accuracy, promptness, reliability, and respect for labor. Now and then we find a mother so mistaken in her views of life that she leads her children to look upon all household tasks in which they must assist as mere drudgery to be avoided whenever it is possible.

I once knew an honest, hard-working, well-intentioned woman, who heroically supported an invalid husband and their two children by keeping an eating house. Her older child, a daughter of sixteen, attended a nearby high school. One day one of the women's regular patrons suggested that if the daughter would take the domestic science course which had recently been added to the high school curriculum, she might be of considerable assistance to her mother. But the mother exclaimed, "Never, with my consent. I do not want my daughter to ever know anything about cooking! Then she will never have to drudge as I have had to." She seemed to have forgotten that it was her skill in marketing and in superintending a kitchen that had enabled her to keep her family together and to give to her children the opportunity to get an education. It is needless to say that the daughter pouted and shrugged her shoulders and looked abused whenever she had to wait on the table or to serve a customer. Yet she would sit for an hour at a time pounding away in a purely mechanical fashion on a piano, although she had no talent for music and did not even pretend to care for it. But she had been taught by her mother that this was

ladylike work, whereas to assist in the brave struggle of keeping the family together was hated drudgery. Do you not see that this mother was robbing her daughter of an opportunity to develop loving, sympathetic self-sacrifice, as well as for the building of a strong, independent character? How could the divine ideal of life be called forth by such mistaken views of the true meaning of work?

However much one may feel inclined to forgive these mistakes of an overtaxed mother, we must look with grave apprehension upon the danger that is menacing the children of the well-to-do families from whom let me again repeat we have a right to expect the leaders of the future to come.

In these days of labor-saving devices, or ready-made clothing, and ready-cooked food the household duties of the past are fast disappearing. Yet it is not enough that the schools shall supply handicrafts, domestic science and manual training. Every child needs to learn through some bodily effort, some personal sacrifice, to serve those he loves. His heart needs training as well as his head and his hand; and there is no way to give this training to a child's love equal to letting him share in the tasks of home-life, not as tasks but as glad co-operation with the rest of the family in home-making.

It is worth self-sacrifice to teach a child the joy of personally adding to the comfort and pleasure of the world in other ways than by signing checks. All normal children desire to share in the active life about them and this sharing in the work of

father and mother, or older brother and sister adds a relish and a vitality to the child's life that nothing else can give.

The idle, indolent, unattached person is always restless and unhappy, whereas the man or woman who has learned to plunge into work, no matter how hard it is, has a source of strength and serenity that is unknown to the incompetent or indifferent person.

The shirk is always a coward, for he feels if he does not realize it, that he is putting his share of work onto someone's shoulders. He therefore retires within himself and becomes an isolated character; I mean inwardly isolated, and the isolated soul is always an unhappy soul in which the poison of bitterness and resentment are apt to do their worst, and "the image of God" which should have been built up is torn down. Whereas the worker who enjoys his work gains skill, and the skilled worker is continually in demand. Then comes co-operation, out of which grows true fellowship, and all that glow of heart and enlargement of life which a man feels when he begins to personally take an unselfish interest in the lives of others for his divine nature thereby grows deeper and wider.

When we fully realize that the leaders of democracy must have a genuine sympathy for all classes of society and that the most genuine and vital sympathy grows out of having had kindred experiences we will gradually learn to understand that this education of the hearts of our children by happy, co-operative family work is worth as much as

high "per cent." in school work, for the sake of which so many boys and girls are excused from helping in the home duties.

I will not speak in this connection of the development of the child's individuality and creative power which comes from mastery of materials and skill of hand, for I am urging here only the wise training for the right kind of leaders. Is it not because of a lack of broad-minded, sympathetic, well balanced leaders that so many altruistic efforts of the present day are waste efforts?

I was once invited to remain over night in the home of a friend whose husband was one of the prominent business men of Chicago who had accumulated a fortune sufficient to give to his family every advantage of culture and travel. After breakfast the next morning the wife asked me to go with her to her room in order that we might chat together while she made the bed and put the room in order. By way of explanation she said, "I cannot give my children the right respect for work unless I train them to help in the work about them. And I can best do this by letting them see that I, too, do part of the work. We each of us take care of our own bed-

rooms." As she busied herself about the room I inwardly wondered how many women of wealth there were who would thus sacrifice their personal ease and run counter to their servants' ideas of aristocracy for the sake of developing a wholesome regard for commonplace work in their children.

That profoundly great utterance, "He is greatest among you who is servant of all" is literally true. The great men and great women of the world are always workers, always servants of humanity.

A realization of the true dignity of work is part of the sunlight that rests on the mountain tops. Let us guard against lowering these mountain tops until this sunlight is lost, remembering always that the deeds achieved by great men become the goal towards which lesser men strive. Let us remember always that high ideals embodied in great personalities are not only the most precious possessions of a nation but are also the mightiest and surest means of elevating the masses. These are the voice of God calling through this or that human child, to His weak, His ignorant, His discouraged, His despairing human children to come up higher.

LORD, give the mothers of the world
More love to do their part—
That love which reaches not alone
The children made by birth their
own,

But every childish heart.
Make in their souls true motherhood
Which aims at universal good.

—ELLA WHEELER WILCOX.

✓

Still Another Use for Lantern Slides

IN many private and public schools the stereopticon has come to be part of the regular teaching equipment. Related facts of geography and history and literature and science are vividly impressed upon students by means of pictures, because the emotional stir which is experienced intensifies the impression and deepens it into a vital feeling of sympathy with the people and the situations which are imaged on the screen. Things past in time and distant in space are linked with the "now" and the "here."

"Gee! I just feel as if I'd been right there!" is the involuntary outburst of many a child after experiencing a set of travel or history pictures; and grown people, choosing a gentler form of expression, give vent to the same feeling.

Now another pressing need has arisen which pictures can fill.

Thanks to psychology and sociology the teaching profession, from kindergarten to university, has become self-conscious within recent years and is steadily growing aware of its increasing responsibilities to the community. The community likewise is becoming more interested in the schools. Principals and teachers are seeking to unite their forces with those of the parents and guardians of children in order to do more effective educational work. Parents and friends are invited and urged to visit the schools and see for themselves the fashion after which their boys and girls are being taught.

However, the friendly visit does

not guarantee a full comprehension on the visitor's part of the principles which are being worked out in the school-room. Some explanation of principles and methods are necessary, and the earnest teacher often wishes that she might have the opportunity to interpret the significance of a certain school-room or play-ground experience *at the moment when* the experience is taking place. But she is hampered in this respect for two reasons. First, her attention must be directed toward the children rather than toward the visitor; second, an interpretation given in the hearing of the children tends to make them prematurely and disagreeably conscious. Thus the significant experience passes unnoted, and teacher and visitor are both the losers.

Just here the use of pictures can come to the rescue.

It is a comparatively simple matter to take snap-shots of individuals or of groups of children while they are doing the significant thing, and to have lantern-slides made from the photographs. Then the principal and teachers can call an evening meeting of parents and friends (not children), and explain the aims and methods of teaching with the pictures thrown on the screen as illustrations of the principles involved.

Already a kindergarten association has adopted this plan of extending intelligent knowledge of the value of the kindergarten. The association has utilized the motion-picture machine and has had a film made which reproduces the educational activities of kindergarten

children with all the charm of the real action; and has also prepared a set of lantern-slides showing some of the typical daily work. An explanatory comment accompanies the pictures.

For instance with Slide No. 1, "Thanksgiving Festival," the explanation is: This is the climax of the experiences of several days during which the children have talked about the harvest, have heard stories about it, have seen pictures, and have in some cases had the great pleasure of actually being in the country and watching the growth and ripening of grains and fruits and vegetables.

As a starting point for the festival there was perhaps a little conversation on the part of the teacher and children about the bread and butter and milk that are included in their daily meals. These simple articles of food have an agricultural history, and bit by bit the teacher leads her little folks to trace their milk and butter back through the animal source (the cow) to the cow's fodder which grows from the earth assisted by the sunshine and the rain, and finally to God, the source of all the good gifts that surround us.

Of Slide No. 2, "Heel and Toe March," it is said: In the kindergarten it is never forgotten that "the *whole* child goes to school;" therefore physical strengthening and training are given much consideration. The body ought to be a free

and graceful instrument, able to express graciously the feelings and ideas of the mind. The plays and rhythmic games of the kindergarten tend to develop the freedom and mastery of the body. The "Heel and Toe March" is a favorite one, and it is a happy day for every child when he (or she) feels that he has mastered the way to balance his body and to have his feet take turns, while the music plays "Heel Toe and away we go." And of No. 3: This sitting on the floor permits plenty of bodily activity, and gives the children room in which to move freely and exercise large muscles. The benefit of playing and working in a group is that every child is stimulated by every other child, and gives and receives ideas. The necessity for measuring and counting and judging of distances in building gives the children excellent mental training, and neatness and accuracy, and prepares for primary school.

The National Kindergarten Association, 1 Madison Avenue, New York City, offers free of charge the use of a set of lantern-slides together with a typewritten explanatory lecture. The pictures illustrate the normal daily activities of children in kindergarten and the educational value of the same.

Information also may be had from the association concerning a motion-picture film of kindergarten children at play and at work.

Department of Child Hygiene

By HELEN C. PUTNAM, A.B. M.D.

CHILDREN'S GARDENS AND LIFE

"Cultivation of the soil is basal to civilized life. To educate children without it is to relapse to barbarism. To have every child during ten years own and care for a garden, however small, would do more than anything else to empty our prisons."—C. F. HODGE.

If every study but gardening were taken out of grammar grades, and gardening were brought up to the excellence it has attained in a few schools, we should be further along on our way to better parents of better children. We shall be still further along when it is brought up to its full educational possibilities.

Some of the *Magazine* readers of "Prevention of School Fatigue" will remember the description of the nervous system in our discussion of baths. "If some chemical were poured over the human body that would destroy all of it except the nervous system, we would have remaining an almost perfect model of it, a lace-like structure, apparently made of innumerable white threads running into larger and larger cords and finally to the brain. So closely alongside each other do the finest white threads start from the skin on their way to the brain that in many places a pin point can hardly be passed between them. These nerves are like telegraph wires carrying news to the brain and messages back. The best part of bathing is its effect on nerves and brain."

School gardens are so intimately related to the education of a wholesome people that the central nervous system with its ramifications is a good comparison. Everything taught in the schools reaches back for its beginnings and its worth to

gardens. Everything men and women accomplish reaches back for its beginnings to childhood, and the worth of childhood depends on gardens.

Separate the child and the garden, and we breed a little Frankenstein—a man made body, mind and soul, with vagaries that we call backwardness, ill health, juvenile delinquency, vulgarity, crime, sin.

I have told this story before, but it bears repetition. In a certain—the state calls it a Reformatory, but such are their practices there that it might better be named a Sanitorium for Crime as we have Sanatoria for Tuberculosis—in this Place of Wisdom, when the young women have done well they receive various privileges. One of the most welcome is an invitation to visit a beautiful estate near by.

It was a radiant afternoon. The girls had been strolling with their hostess around the gardens and lawns, commenting on the lilies and Japanese irises, the views of distant mountains and glimpses of the river at their feet, the cloud shadows, exquisite greens of the foliage, groupings of shrubberies and graceful trees.

One girl had not spoken while the others exclaimed their wonder and enjoyment. At the end of their walk, she turned before the hospitable door to look back over the

scene, and drawing a long breath, as if waking from a dream, said slowly, hesitatingly, "I—had—no—idea—the—world—was—beautiful!"

Her story? It is that of thousands. She was born and "just growed" in the slums of the richest city of the richest nation in the civilized world. She had a little of the three Rs in its schools, "had learned that streets are hard, and prison walls are hard, and life is hard," and "had no idea the world was beautiful."

We have laughed at the story of the child that thought the huckster's cart the source of his mother's vegetables, and the other child who believed milk began in the grocer's can. For them it does. But there should be heartache with the smiles for the dead background of thoughts and ideals—the deadness of pavements and buildings, the stagnant slime of fragile man-made laws and ugly sights and sounds of traffic, no promise in life for the little growing child larger than these boundaries.

We belong to the land, and the land should belong to us, instead of to only some of us. This "slavery" of our land means the slavery of us all, the "high cost of living," so close do we belong to each other—the gardens and the children and the people. It is stern need for normal living that is crying "Back to the land."

Erasmus Schwab, the founder of the school garden movement in Austria, wrote: "A hundred years hence it will seem inexplicable that for centuries there could exist among cultured nations public schools without school gardens, and

that in the nineteenth century communities and nations in generous emulation could furnish the school with all things dictated by common sense and profit and care, except, in thousands of cases, an educational medium that should suggest itself to the mind of even the common man.

"The school garden will exert a powerful influence upon the heart of the child, and upon his character; it will plant in the child the love of nature, inculcate the love of work, a generous regard for others, and a wholesome esthetic sense. The school garden, as Austria is carrying it out, is a nursery for a practical knowledge, and a noble enjoyment of home nature, for the culture of the understanding, for better morals and higher prosperity of the people; it is an ideal thought but united with realism and aiming at full life in all its relations."

In school gardens we have right at hand, at very little expense, outdoor physical exercise, manual training and elementary science; together with training in an essential but much neglected industry and art, that more than any other offered in the schools, nearly every boy and girl—as practically all reports state to be the fact—can and will make of immediate use in their own homes.

January is the month for mothers to think on these things. February is the month to begin planning for one's own and others' children to have gardens in the spring.

We must not abandon in any slightest degree the righting of children's wrongs in dusty overheated school-rooms, that have absorbed us for three years. That

struggle is a long and hard one—unless the mothers determine to make it short and successful. They can save hundreds of thousands of lives in the next five years—if they insist they shall be saved.

Gardens supplement health indoors. Try to fancy the children who do not know what Kipling's "clinging magic" means, and help them to idealize homes of their own "When I am a man" nearer the sources of well-being.

I am the land of their fathers,
In me the virtue stays;
I will bring back my children
After certain days.

Under their feet in the grasses
My clinging magic runs,
They shall return as strangers,
They shall remain as sons.

Over their heads in the branches
Of their new bought ancient trees,
I weave the incantation
And draw them to my knees.

Scent of smoke in the evening,
Smell of rain in the night,
The hours, the days, the seasons,
Order their souls aright;

Until I make plain the meaning
Of all my thousand years—
Till I fill their hearts with knowledge,
While I fill their eyes with tears.

I wish the last two lines—"we
have tears enough"—read:

Till I fill their hearts with knowledge
Of the Trust of Life that endears.

Special Offer to Teachers

Fifteen thousand dollars is at the disposal of the National Association of Audubon Societies to be used during the school year of 1912-13 in aiding teachers and pupils to push the work of bird study in the schools.

In expending this fund the Association plans to provide the teachers, without expense to them, a number of publications on bird study, including a complimentary subscription for one year to the beautiful magazine "Bird-Lore," the usual cost of which is one dollar. For the pupils a set of ten colored pictures of American birds from original drawings made for the purpose by the best artists in America, and also leaflets discussing the habits and activities of the birds and an Audubon button are supplied upon receipt of a fee which is merely nominal, and which does not cover one-half the cost of publication.

By this method of co-operation, the Association during the school year of 1911-12 was able to supply material to teachers which resulted in about thirty thousand children receiving systematic instruction in bird study. This was all done in connection with their other school work, and did not

interfere with the regular school duties in the slightest. Teachers from all over the country have written with the greatest enthusiasm of the way in which this movement is being received by the pupils and also by the parents.

The following endorsement is given to the work by Hon. P. P. Claxton, U. S. Commissioner of Education:

"I consider the work of the Junior Audubon Classes very important for both educational and economic results, and I congratulate you upon the opportunity of extending it. The bird clause in the Mosaic law ends with the words: 'That it may be well with thee, and that thou mayest prolong thy days.' The principle still holds. I hope that through your efforts the American people may soon be better informed in regard to our wild birds and their value."

All teachers interested in nature study are invited to write to the address given below and make request for sample pictures, buttons, and literature, all of which will be gladly furnished upon application. Correspondence should be addressed to T. Gilbert Pearson, secretary, 1974 Broadway, New York City.

Precocity in Children

V
M. V. O'SHEA
University of Wisconsin

(Concluded from page 130.)

It is a simple matter of psychology that reading for content, instead of simply for verbal recognition, can not go beyond the individual's experience with the meaning which is denoted. No one would be quite so foolish as to claim that a child of two who had had no experience outside of his nursery could read understandingly the Old Testament, for instance, or Tennyson's "In Memoriam," or Milton's "Paradise Lost." It is possible he might be taught to pronounce the words; but reading for him would be a process simply of verbal recognition and vocal execution, and the really essential element in the reading would be entirely beyond him.

But when reports are circulated of the extraordinary reading ability of two- or three-year-old children, adults are likely to interpret the statements made from the standpoint of their own processes in reading, wherein they are concerned almost wholly with content instead of form, and they are amazed, because they can not conceive how a child of so tender an age could amass such a fund of experience as reading Plato and Shakespeare and Darwin requires. The majority of people, in their off-hand way, consider reading as a unitary process, and they jump to the conclusion that pronouncing words denotes appreciation of meaning; and herein is the foundation for one popular misconception regarding precocity as described in the public prints.

IV

Reports of the remarkable mathematical ability of four-year-old American children have been extensively circulated throughout our country and abroad. It has been said that these prodigies have worked through algebra, geometry, calculus and other branches of higher mathematics at this early age. But as in the case of reading, so here it is necessary to determine just what kind of mathematical ability is displayed by these children. The writer has tested a group of pupils in the second grade who are able to perform the fundamental operations in arithmetic, but who have no true arithmetical images or concepts. It is a simple matter of psychology that the figures 4, 5 and 9 may be so frequently seen together in a certain special relation that when the first two are perceived the last will inevitably arise. This is nothing but a mere mechanical association of impressions—the lowest form of intellectual organization.

Again, any one who will take the trouble to look for them may find children who are able to apply the fundamental operations in a variety of ways following certain models that have been shown them, but they do not comprehend the actual situations which are symbolized by these processes. They simply manipulate figures according to a given pattern; they do not construct mentally any

vital content for their symbolic operations. This latter thing is what the mature individual is constantly doing, if he has developed properly, and he is apt to assume that the child too conceives actual situations in the world of things when he solves his problems; and this is another reason for popular error in reacting upon tales of precocious children.

We might illustrate this latter point by referring to some common game, as checkers. No one will say that if a child should learn how to jump men on a checker board, imitating examples of the method given him by others, that on this account he would display any knowledge of the world of people or things about him. He would simply be required to establish a series of mechanical associations which may never be utilized anywhere in the world except on the checker board. To say that because a two-year-old child could play checkers he was therefore highly developed intellectually would be rather absurd. There are on record cases of persons wholly incompetent, even feeble minded in most things, who could carry through a game like checkers very well; and even simpler and easier is the process of arithmetical computation, which has in certain cases been developed to a marvelous extent by persons who have been imbeciles in most other respects. For a two-year-old child to be able to play checkers would indicate simply that he had developed the power of attending to this sort of thing beyond what most normal children of this age spontaneously manifest; though if it were thought to be

worth while the typical child could easily be trained to do this thing with a greater or less degree of success.

But while a two-year-old might be able to attend to the sort of situation presented on a checker board, he might at the same time be utterly deficient in attending to an unfamiliar human face so that he could recognize it the next time he saw it, and especially so that he might know whether to laugh or to cry in the presence of the stranger. It can scarcely be doubted that it requires a much higher order of intellectual process to discern the traits of a stranger in order to discover what to do with regard to him, than to learn to move checkers on a board, or to tell that six and six make twelve, or to solve a problem in cube root or quadratic equations, or to speak seven different languages, and so on. The analysis of a human personality, and the interpretation of what is observed, is a more complicated matter than the analysis of any situation presented in mathematics. More factors have to be taken account of in deciding what sort of attitude to assume toward a person than to solve any problem in calculus. And moreover, these factors are very subtly related to one another; they are plastic and dynamic, and extremely variable as compared with mathematical phenomena. One can take his time about a problem in Euclidean geometry. The relations to be discovered will not change from one moment to another; they are static and permanent. They are not affected by environing conditions, which characteristic makes them far more simple

psychologically than any living thing, and especially than a human being, whose expressions, which the child must apprehend and interpret, vary with a varying environment, so that they are likely to be constantly passing from one variety into another. But even so, every normal child of two years of age is constantly analyzing living, and particularly human beings, and drawing more or less correct inferences from the phenomena observed. A typical two-year-old child knows what sort of an attitude to take toward his father and mother and brothers and sisters and servants in many of their different moods. If he has come in contact with people outside the family, he may be able to adjust himself fairly well to a considerable number of people who may differ from one another in various respects. The child of this age who has pets knows how to deal with them appropriately to their main distinguishing traits; and he will modify his attitude toward them according as their expressions change. When it comes to inanimate objects, the young child understands the essential nature of a large number of them, so that he can adapt himself to them.

From the standpoint of precocity, all this vital knowledge of living and inanimate things, which the typical two-year-old possesses, is far more wonderful than a knowledge of the forms of words, or operations with numbers, or even applying geometrical formulæ to particular problems. It seems reasonable to say that every normal five-year-old child has performed much more difficult feats in discovering the qualities of human beings say, and adjusting himself to

them, than would be essential in learning to speak sentences in Spanish, French, German and Greek. This statement will doubtless be questioned by one who has not reflected upon the matter; but the reason it may seem extreme is because it is more in line with custom and with native tendency for a young child to learn how to adapt himself to the world of people and things about him than to memorize verbal combinations. It is to be expected that people will marvel at the accomplishments of a boy of ten who can speak divers tongues, and recite geometrical demonstrations, because such feats are unusual, not because they are at all impossible for the typical child, or because they denote a superior order of mental development. What such precocious performances indicate is simply that the mind of the "prodigy" has been stimulated in these particular directions, often, if not always, to the exclusion to a greater or less extent of stimulation in the ordinary directions.

The writer has subjected certain so-called precocious children in language and the like to tests which were designed to show whether they had learned as much about nature and human nature, and had acquired as much skill in manipulating inanimate objects about them at the age of nine or ten, as the typical child whose time and energies from birth onward had been devoted largely to learning *things* as contrasted with *words* and *formulæ*. Making allowances for rare exceptions, it may be said that pupils who are precocious in speaking and reading foreign tongues, and working text-book

problems in arithmetic, algebra and geometry, are distinctly inferior to the typical children of their age in their understanding of realities, and especially in effective reaction upon the environment in making it over into new forms or patterns, or directing the forces of nature into new channels. These precocious children often memorize the contents of an arithmetic say, without having any adequate notion of the realities which arithmetical processes ought to symbolize. They may learn the table of dry measure, for instance, so they can recite it off, and apply it in text-book problems, but without having any just conception of the size and relation of the units which are mentioned in the table, or any notion of how they are utilized in every-day life in facilitating the relations between human beings.

And what is true of precocity in arithmetic is true in principle of all the studies pursued in the schools, especially of such subjects as algebra, geometry, and other branches of mathematics, which are so frequently mentioned in all discussions of precocity. Marked ability in the formal aspects of these subjects, such aspects as are emphasized in the schools usually, may go along with utter incapacity in adjustment to the vital situations of life. Consider which requires the higher degree of mental development—to look on a group of algebraic symbols at leisure, change their positions according to a pattern-method which has been presented; or to discern the characteristics of a new companion who may come into a group, and to determine with celerity what he can be used for, and how he must

be dealt with. The fact that the former situation is less interesting to the child than the latter should not prevent one from seeing its relative simplicity. Inasmuch as algebra, geometry, German and so on lack color, life and vitality for the young child they do not appeal to him as do the human face and many natural objects, which are so intimately bound up with his welfare. The mind of the child is unquestionably constructed on a plan whereby attention must be given primarily to people and to things as contrasted with words and symbols, because the former have played the leading rôle in human evolution. If our forbears had not shown a spontaneous interest in the realities in their environment the race would have been eliminated long ago.

This fact may warrant the statement at this point that the study of people and of natural objects and forces should furnish the principal material for the young child's education. He must get his mental set in the direction of gaining insight, first into the qualities and needs of his fellows, and second into the constitution of nature, and the operation of her laws. Not books but realities should constitute the earliest nourishment of the mind. To give the child a set in the beginning so that he would be more interested in the symbols for realities than in the realities themselves would result in arresting his mental development, and in developing in him a type of mind capable only of working on the lower planes of mechanical association. And it is easily possible to commit this latter sort of crime. One who will look about him in the

schools will not lack for evidence showing that children who have early been nurtured upon symbols have never gained a true feeling for or interest in the real world in which they must live and have their being.

One of the most interesting phases of present-day discussion of precocity is the high value which the average person puts upon the ability of a child to enter college at an unusually early age. When a boy passes college entrance examinations at the age of eleven or twelve, everyone who hears of it is likely to exclaim at his remarkable intellectual development. But one might justly say of the requirements for entering college that they are mainly verbal, conventional, and symbolic; they concern the *tools* of knowledge, not true knowledge itself. A pupil might be able to pass brilliantly in every examination for admission to many colleges, without possessing the ability to adjust himself to life efficiently. A boy might have to sit in a corner when he was among a group of his own fellows, but yet he might work out quadratic equations with success. A child might be quite incapable of using his muscles in the performance of any useful motor task, and still he might be able to demonstrate that the sum of the interior angles of a triangle equals two right angles. The college entrance examinations, speaking generally (it is not so true today as it was formerly) test only a low order of knowledge, mostly the variety requiring for its mastery mainly mechanical memory. The colleges themselves now appreciate

this, and the problem of changing the examination system so that it may measure real ability instead of mere verbal learning is receiving attention throughout the country.

Finally, it may be said that in all times students of mental development and of education have recognized that if knowledge be presented to the child in accordance with the laws of apperception, he will progress far more rapidly in comprehending the world around him than if he be left wholly to himself, or if ignorant teachers present facts to him so that he can not grasp them and assimilate them. One who has skill and patience in leading a child always to understand what he sees about him, and to discern the laws which govern things, can in time give him a set so that he will spontaneously come to search after the real connections between the objects and phenomena he observes. It seems evident that this has been done to some extent in the case of certain children whose intellectual attainments have attracted attention during the past two or three years; and they may perhaps be said to be really precocious. However, there can be no doubt that many children have attained just as great advancement in informal education; but knowledge of this latter kind does not attract the attention of the multitude, partly because it can not be readily tested in examination, and secondly because it is more ordinary, more common. It is the unusual thing always that arouses the wonder of people, and sets them to talking.

v

These modern instances of intellectual prodigies, then, give us no new view of human nature, and no new theory of education. They simply indicate what may be achieved in any particular direction

by persistent, systematic, organized instruction. The particular intellectual achievements of these cases serves as no indication of how the majority of children should be trained; but they do impress the value of educational principles which are familiar to all in the business.

The Right Start

v

THE actual necessities of the human being are very simple, but we find a loving and generous Father has provided in superabundance many, many things for our pleasure, just appealing to and stimulating our senses. But the greatest and best of all God's gifts is one's own Baby, the little child. God created man after his own image and, "saw that it was good," not a depraved being that must be whipped into goodness. The great teacher Jesus said, "Be ye perfect even as your Father in Heaven is perfect." He would not have left with us this command if it were impossible to fulfil.

The highest blessing which comes to us with our child is the fact that we have a part to perform in the great work of developing character; not all alike but each its individual self. We do not try to twist a poppy into a rose but cultivate each to its highest development.

The babe comes to us wonderful and perfect in build and form beyond our understanding, we can only gaze in awe and wonderment. Here is the thought I wish to give: The soul, the spirit which we do not see and which actuates the mind, is just as perfect and as beautiful as the outward form and the little child knows no wrong except what we have taught it. The disobeying, the selfishness, deceit, all these habits which we deplore in children of a few years, are the results of our example.

"If we could keep before our minds at all times the future possibilities of the child and could see even now the halo about each little head, as truly there as about the head of our Infant Lord, would it not make a difference in our attitude towards him and our treatment of him?"

MRS. F. A. WELLS.

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Report of the Third Annual Meeting of the American Association for the Study and Prevention of Infant Mortality, Cleveland, Ohio, October 2-5, 1912

EVERYBODY who attended the recent meeting of the American Association for Study and Prevention of Infant Mortality at Cleveland, gained a broader conception of the great scope of the baby life-saving campaign. The subject of one of the addresses—that of Professor H. E. Jordan, of the University of Virginia, on the “Rearing of the Human Thoroughbred,” was also the keynote of the discussions in the section on Eugenics. Summing up the subject, Dr. Jordan quoted from Pearson as follows: “The first thing is good stock, and the second thing is good stock, and the third thing is good stock, and when you have paid attention to these three things, fit environment will keep your material in good condition. No environment or educational grindstone is of service unless the tool to be ground is of genuine steel—of tough race and tempered stock.” An address by Dr. Helen C. Putnam on “Better Parents for Better Children,” emphasized the same idea.

But the thoroughbred must be registered so the importance of birth registration was dwelt upon in the section on that subject. One of the speakers, Dr. William H. Guilfooy, of the New York City Department of Health, pointed out the advantages of such registration not only to the individual, but to the community. He showed how it has been possible to use the birth records as a starting point for the work of the visiting nurses; for the sani-

tary inspection of tenements; and as a means of safeguarding the administration of the child labor laws.

The need for better and more complete registration of births was emphasized also by Miss Julia C. Lathrop, Chief of the Federal Children's Bureau, in an address at the opening session. Miss Lathrop declared her intention of enlisting the aid of the women of the country—especially of the mothers in a campaign for the prompt and accurate registration of all births. The battle would be virtually won, she said as soon as the women made up their minds it would have to be done.

In the section on Education, the importance of training boys in the responsibilities and duties of home makers other than supplying money, was brought out by the chairman, Dr. Helen C. Putnam, such instruction to include the elements of house planning and sanitation, of eugenics, first aid, contagion and disinfection, repairing furnishings and clothing, of pure food and dietary principles, home gardening and beautifying.

In the section on Housing reports were presented on investigation that were carried on during the past summer in Boston, Chicago and Baltimore into the relation between temperature and summer diarrhoea among babies. No definite conclusions could of course be reached in view of the brief time given to the experiments, but it is planned to continue the studies another season.

The necessity for pasteurizing all

milk as a precautionary measure, even that which is produced under most favorable conditions, was discussed and agreed to, in the section on Progress in Preventive Work.

Several papers of interest to mothers and to mothers clubs, as well as to trained nurses were read in the section on Nursing and Social Work. One by Miss Myra Brockett, of Chicago, outlined the educational possibilities of the Day Nursery as a means of bringing the poor and ignorant mother in touch with right ideals of living.

The need for reform of obstetrical practice in this country was discussed in the section on Midwifery. The fact was developed that it is possible even in a large city to give adequate care to every poor woman in confinement—that an extension of maternity hospitals and outpatient service would accomplish this.

Dr. L. Emmett Holt is president of the Association for the current year. The 1913 meeting of the Association will be held in Kansas City, Missouri.

Boy Scouts of America Not Buying Rifles

THROUGH a misunderstanding of the activities of the Boy Scouts of America as distinguished from the American Boy Scouts, another cry against the scout movement has risen because of the fact that the leaders of the American Boy Scouts are urging their boys to buy rifles. The leaders of the Boy Scouts of America are utterly opposed to the use of fire arms and are doing everything possible to discourage boys from carrying them, even forbidding a member of the Boy Scouts of America to carry a rifle when wearing a scout uniform. When this situation was called to his attention, James E. West, chief scout executive of the Boy Scouts of America, said: "As a matter of fact the American Boy Scouts have at no

time made any claim that they are not military in character. Their work is distinctly military and it is for this reason that it is unfair for them to call themselves a scout organization because General Baden-Powell and other interested in promoting the scout movement have consistently forbidden the introduction of military training in connection with the scout idea. We absolutely forbid the use of arms as part of the equipment of the Boy Scouts of America and are conscientiously doing all we can to promote an organization non-military in character which will serve to develop the character of our boys and in reality strengthen the peace movement the world over."

Child-Welfare Legislation

IN the consideration of what legislation for child welfare should be presented to our law-makers for their action, there are two vital foundation principles to be observed.

The first includes the intelligent and careful consideration of bills presented to them, and the second is, as recommended by the late lamented Richard C. Dale, of Philadelphia, that those who are responsible for the introduction of the needed laws, should intelligently labor to secure their enforcement.

It seems to your chairman that before undertaking the responsibility of outlining needed legislation, that we should earnestly and honestly endeavor to have correct ideals in regard to what is needed for the welfare of the children of the nation. That we should aid in educating and establishing a sound public opinion on these ideals.

We should always remember that nothing which has a weak or incorrect foundation is wise, no matter how important it may appear to be.

It is so much easier to carry out something started on a right foundation, even though it may not go so rapidly as we wish, than to flounder in the difficulties created by something that has not been thoroughly considered. In the latter case, it will take longer to undo the effects of what is wrong, than if the former course, even if it had to be slower, has been pursued.

There are certain Laws needed in a general way for the welfare of children, in all our States. Naturally, there may be some that would

have to be adapted to the local conditions of different States.

It is estimated that there are 90,000 children in institutions in the United States; that the cost of supporting them is between fifteen and twenty million dollars a year. There are many more thousands of orphans taken care of by other charitable agencies. It is evident that the institutional care of orphans and the work of home placing societies need authoritative investigation.

It is a pertinent question for the Nation, and especially the Congress of Mothers, as to whether it would not be better to use these millions to pension worthy widowed or deserted mothers, who are capable of taking care of their own children themselves, and thus conserve the home, rather than break up all these homes. I have said "worthy" mothers. There is a magnificent and colossal work for the Congress of Mothers to help unworthy mothers to become better and to know better, and I wish to emphasize "know better" because it is my conviction that ignorance of vital questions is the source of nearly all wrong conditions.

Every State should have juvenile courts and a probation system. They should have no connection with criminal courts. Judge Lindsay says the purpose of a juvenile court is to put a little love in the law.

The unfortunate child should be considered a ward of the State, and entitled to the protection and aid which the court should give under the conditions disclosed in its case. The conditions that are responsible

for the child's difficulty should be presented to the court to enable it to best conserve the welfare of the said child. The general public should be excluded from the hearing, and only such persons admitted thereto as may have a direct interest in the case, and with the view of further protecting the child, and directing it into the path that leads to character building and good citizenship. The court should withhold from indiscriminate public inspection, the record of any such child.

Every State should have a Probation Commission.

Bernard Flexner, of Louisville, Ky., whose ideas on these subjects are so sound, says, "Such commissions, as a matter of course, to accomplish their real purpose, must be clothed not only with advisory power and certain superadvisory powers over the probation officers, but with power of appointment and removal of officers.

He also says, "The method of selecting the probation officers is of the utmost importance. In most States they are appointed by the judges. This method of selection presents many difficulties. There is nothing necessarily in the relation of the probation officers to the judge that would be disturbed with the appointment made otherwise."

He also says, "There can be no doubt that uncontrolled appointments by an elective judge have, with rare exceptions, proved most unsatisfactory."

Upon the character and fitness of the probation officer depends the success of the work. There should be in the several counties of the States, a juvenile court and proba-

tion association composed of voluntary members chosen alone for their knowledge of child nature and child needs.

The detention houses where children are held awaiting the consideration of their cases by the court, should be so planned and managed that the child while confined there, is surrounded with influences properly helpful to it.

A defect in almost all of our child labor legislation is that it classifies the children chronologically rather than according to their physical ability to work. The physical ability of a child to work does not depend absolutely upon its age, and this should be recognized in our child labor laws. While exploiting young children as family bread winners is atrocious, it is also true that in preparation for the ability to do honest and remunerative work when the proper time comes for them to labor, they should be trained in accuracy in doing whatever they are properly and wisely required to do.

It is a mistake to make a sharp division in a child's mind between work and play. Occupation is what the child naturally desires. If it is given burdens greater than it can bear in the form of work, it acquires a distaste for work, and is also diminishing its future physical ability to do remunerative work. If it is given light occupation suited to its age and trained to do its best, it enjoys the success that so doing brings.

Also in the words of the present capable president of the National Education Association, "Children need training in hand work to develop resourcefulness."

Children should be protected by

law in all our States from dangerous occupations and from night work.

No minor should be allowed to work in the night messenger service.

They should also be protected from tenement or other undue home manufactory industries. They should be protected by law from harmful labor in agricultural industries.

There should be laws in all States prohibiting children on the stage after seven o'clock.

Every State should have pure food laws.

Also laws inflicting a penalty for selling cigarettes or cigarette paper to minors.

There should be laws giving father and mother equal right in the guardianship of their children.

There should be laws providing medical inspection of factories and schools.

It is evident that further legislation providing educational opportunities is needed in the United States of America in such form as will effectively reduce illiteracy. Quoting from the Census Bureau, there are 170 illiterates out of every thousand in the United States of America, 59 to the thousand in the North Atlantic States, 49 to the thousand in France, and in Germany, Sweden and Norway, only two to the thousand.

It appears to your chairman that a study of the methods employed in

the schools of Gary, Indiana, before offering any further legislation to our law-makers might offer profitable suggestions.

Good roads laws should be passed in every State. Governor Tener, of Pennsylvania, says, "These laws should go hand in hand with school laws, and that the roads should be serviceable 12 months in the year, so that the children could go to school."

Every State should require by law, custodial care for the feeble-minded. These laws should require the complete separation of the sexes. Your chairman recommends study of the needs of this separation. It will reveal the great number of innocent and suffering children of this type and should prevent the birth of others.

Pennsylvania is the only State providing a State institution for the teaching of speech to young deaf children at the natural age, to prepare them for education with the hearing, instead of being confined to each other's society during adolescence and early adult life in institutions for the deaf alone.

Your chairman, who has lived for 19 years home fashion with little deaf children, feels that there are no more radical changes needed in the education of any children than in these.

Literature on this subject is at the service of the members on application to your chairman.

MARY S. GARRETT, *Chairman,*
Department of Legislation.

Things Accomplished by Parent-Teacher Associations in 1912

As reported they are: More patient, sympathetic relations between parents and children.

Education of parents as to their duty to the children.

Lightening the teacher's work through intelligent co-operation.

Introduction of domestic science and manual training in many schools.

Better equipment of school buildings in regard to hygiene and beauty.

Serving school luncheons.

Establishing school gardens.

Working for the kindergarten as part of the school system.

Saving the kindergarten when its continuance was threatened.

Helping needy pupils in quiet sympathetic ways.

Providing sanitary fountains and individual drinking cups.

Establishment and equipment of playgrounds.

Improvement of roads between home and school.

Baby saving work through education of new mothers.

Securing courses of hygiene in schools.

Securing sane celebration of July 4.

Giving home culture to girls.

Campaigns for pure food.

Securing a school housekeeper to superintend the janitor.

Visits to moving picture shows and securing censorship.

Giving Christmas gifts to needy children.

Providing maternity bags fitted

with all necessities for needy mothers.

Teaching children how to sew.

Securing medical inspection in schools.

Paying trained nurse for a school.

Giving lecture courses in biology and psychology.

Giving flower seeds to children.

Prizes for boys growing vegetables and to girls for cooking and housework.

Screening school windows.

Planting grass in school yard and a grove of trees in one corner.

Supplying school with window shades and lamps, swings and a giant stride; little chairs for primary department.

Providing sand boxes for boys and for girls.

Rest rooms for teachers and pupils.

Worked for enforcement of cigarette law.

Simplifying the dress of school children.

Providing probation officers.

Employing a visiting nurse.

Paying board of poor children in a good school.

Established a milk depot for babies which was so successful the Mayor incorporated it under city expenses.

Incorporated the pass book system of school savings bank.

Built a community centre house.

Bought sewing machine for domestic science class.

Organized night schools for those who work in the day.

Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to co-operate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

EDUCATIONAL COMMITTEE

DR. M. V. O'SHEA, Madison, Wis.
MRS. ORVILLE T. BRIGHT, 6515 Harvard Ave.,
Chicago, Ill., Vice-Chairman.
MISS GERTRUDE VAN HOESEN, Chicago University.
PROF. A. CASWELL ELLIS, Houston, Texas.
PROF. WM. A. McKEEVER, Manhattan, Kansas.
President H. L. WHITFIELD, Columbus, Miss.

MISS NAOMI NORWORTHY, Columbia University.
President ANNA J. McKEAG, Wilson College, Penna.
Prof. CHARLES McMURRAY, DeKalb, Ill.
Dr. ROBERT N. WILLSON, Phila., Pa.
MRS. MARY D. BRADFORD, Kenosha, Wisconsin.
Prof. EDWARD ST. JOHN, Hartford, Conn.
Prof. E. A. KIRKPATRICK, Fitchburg, Mass.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the fifteenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

CALIFORNIA

MESSAGE FROM NATIONAL MEMBERSHIP CHAIRMAN

The membership department is expected to increase the membership by a systematic campaign on membership in each individual parent-teacher association. This increasing of membership will produce a larger financial revenue, in addition to enabling the Congress to reach more homes. It is expected to increase the interest and enthusiasm in the work of the Congress so

the women will want to become members.

There should be a state chairman and a local chairman for every organization, who will combine forces to promote membership.

The State Chairman on Membership does not organize new circles.

Wherever we have obtained a state chairman on membership we have mailed circulars with suggestions of how to carry out a campaign on membership in each individual circle. In the following state organizations we have obtained a state

chairman on membership who is working to carry out our suggestions:

Alabama	New Jersey
Colorado	Oregon
Connecticut	Ohio
Illinois	Pennsylvania
Kansas	Tennessee
Mississippi	Texas
Massachusetts	Utah
Missouri	Wisconsin

Washington

We have met with no outside opposition to our work but meet many teachers that are either antagonistic or luke-warm in their desire for an organization to co-operate with the parents.

The Department has received most efficient aid from women's clubs and the W. C. T. U.

The Department members have assisted department work by doing all in their power to further and put plans into operation.

Most of the state boards have appointed members of the Department.

There are still some teachers who think that the parents come into the school in a spirit of criticism; some teachers also do not wish to remain after school to attend the meetings.

The national Magazine has materially aided in carrying on this department.

We need printed circulars to send to each state president and the state chairmen on membership; also when the national president sends out a circular letter to the state presidents, if she would request them to send the name of their state chairman on membership to the national chairman on membership, they would think it more authoritative.

The greatest hindrances which this department experiences come through the state presidents not replying to the request for names and addresses of their chairmen on membership. They do not realize the great value this department would be to their own state organization (as well as to the national) in increasing membership and revenue, if they would only do their part.

The Magazine assists the department by increasing interest in the work so the readers of the Magazine wish to become members. If the editors of the Magazine would send some free copies (even back numbers) so when we go to organize a new circle, we could show the mothers the Magazine and leave it with them, we could greatly increase its circulation.

Our method of procedure is to ask state presidents for chairmen on membership. Next we request these chairmen on membership to insist upon every individual circle appointing a chairman on membership. Then meetings should be held where all these chairmen can come together, in each state, and report and give suggestions. The best method is to have a chairman on membership in each county.

The most helpful program at the conventions in assisting department chairmen is to have one section given entirely to the department work. Hold several meetings in different rooms presided over by the different department chairmen. It is found to be a great help and success wherever this plan has been tried.

MRS. C. C. NOBLE.

COLORADO

FOURTH ANNUAL CONVENTION

The annual convention of the Colorado Branch National Congress of Mothers held in Denver in October was a great success.

An exhibit of home-made playthings was an interesting feature. Two prizes were given, one for the best collection and one for the best single plaything. Miss Anna Wolcott gave the use of her beautiful auditorium to the Congress and her art room for the exhibits.

The State Teachers' Association was meeting in Denver at the same time and some teachers felt the Congress gave them more help than their own meeting. The exhibit and demonstrations were more suggestive and helpful than all the theories.

Pueblo sent 22 delegates and a cordial invitation to hold the next convention there.

Following an invocation by the Rev. David H. Fouse, Mrs. John F. Shafroth delivered an address of welcome to the fourth annual meeting of the congress in the auditorium of the Wolcott school.

"Never before has the child occupied such an important part in the life and public writings as to-day," said Mrs. Shafroth. "Parents and teachers are seemingly just beginning to realize that the welfare of the nation of the future is resting upon the shoulders of the little children of to-day, and that parents and teachers are the only ones who can direct their footsteps."

"The 300,000 preventable deaths among children throughout the United States within the last few years, due to ignorance and inefficiency of mothers, as shown by government reports, proves that such an organization as the Mothers' Congress is necessary."

"We hope to so arouse the people that precautionary measures against the spread of diseases will result, and greater sanitation will prevail in the homes."

"The great problem confronting the nation to-day," said Mrs. Helen M. Wixson, state superintendent of public instruction, the next speaker, "is the child problem. To solve this, we must have unification between the school and the home, with the teacher working in harmony with the parent. The teacher should visit the home and the parent the school. There is too much antagonism between the two."

William H. Smiley, city superintendent

of schools, seconded Mrs. Wixson's remarks with a forceful talk.

"I heartily indorse Mrs. Wixson's statements," said Mr. Smiley, "and I believe that the teacher to-day is too little inclined to shoulder some of the responsibility of the child after he leaves the class room."

"If you mothers are to do what you wish, you must have co-operation, not alone between the school and the home, but among the church, the school and the home."

Mrs. Fred Dick, president of the Colorado branch of the congress, concluded the morning's session with a speech, during the course of which she said:

"The Mothers' Congress has for years been making its influence felt, but I will not enumerate the good things we have done, nor the amount of work we have accomplished. Suffice it to say that congress is inquiring into the cause of the many preventable deaths among children, and some action is to be taken to decrease that number in the future."

"The Mothers' Congress will in time bring about the co-operation of the home and the school. It will make parents realize that the home and the school must save the child, not the juvenile courts. It will try to discover the cause of truancy and juvenile crime in the United States, and by making home and the school more beautiful, will take steps to prevent it."

"It has taken years for the people to realize the need of public playgrounds, so essential to the physical development of the growing child. The Mothers' congress is directly responsible for many of the thousands of school playgrounds throughout the United States to-day, and we will not rest until there is a playground in every town."

The meeting took a recess at 12 o'clock for luncheon. At 2 o'clock Adelaide Steele Baylor, assistant superintendent of public instruction of Indiana, was introduced by the president.

"Indiana is noted for her educational advantages," said Miss Baylor, "but I would be more than pleased if she could show a record to equal the progress of the Colorado Mothers' Congress."

"Children of to-day are compelled to listen to and absorb opinions and viewpoints of the home, school, pulpit and state, and these are often at variance. Co-operation is what we need in all these to win success. There is too much antagonism between the home and the school. The home should not end at the school and the school should not end at the church. The parent, the teacher or the pastor should not be afraid or unwilling to shoulder the responsibility. They should all work together for the good of the child, and this is the main mission of the Mothers' congress."

"Another thing, little children just entering school should not be taught the history of the world in a long line of battles and wars. They should be taught that Rome and Greece fell because of the mode of living of the inhabitants, and that peace is the greatest promoter of greatness."

Miss Ednah A. Rich, of Santa Barbara, Cal., who is known as the only woman president of a normal school in the United States, was the next speaker.

"One evil that we must fight," said Miss Rich, "is the prevailing bridge whist infatuation, which prevents so many mothers from giving their children the attention they need. I feel that this is growing less, however, and the majority of wealthy mothers are devoting more and more time to their children."

"In California," concluded Miss Rich, "we are organizing girls' circles for the purpose of combatting another evil—that of the idleness of girls who have just graduated from college. These circles meet twice a week and offer these girls a chance to occupy their minds with helpful things, as domestic science classes are conducted in conjunction with these clubs."

Wonderful advancement in organization work was reported by the presidents of circles at Pueblo, Holly, Colorado Springs, Sterling and Fort Collins.

A unique plan for the teaching of domestic science has been inaugurated in the public schools of Holly.

Before a class of girls each week a demonstration of meat cutting is given, thus teaching the students the manner in which to prepare the family meat, and avoid being imposed upon by the butcher.

At Colorado Springs sewing is taught to girl pupils from the first grade to the eighth. At Sterling mothers and teachers are co-operating in making the schools social centres.

The Congress hopes to establish at least 100 new circles within the next year.

At 12 o'clock the members repaired to the Wolcott club house, where they partook of a delicious luncheon which had been under the course of preparation for three days.

The afternoon session, the final meeting, was undoubtedly the most interesting of the series and the lessons learned by mothers by demonstrations of children's food, care and amusements, it was generally argued, will prove invaluable in caring for their children in the future.

"The nature of a child has two sides," said Mrs. Dick, in speaking of the proper care of children in the home, "the physical and spiritual. This exhibit plans to cultivate both."

Upon the stage of the Wolcott school auditorium the value of pure milk was demonstrated.

The only way to obtain absolutely pure

milk in the home, it was pointed out, is by sterilization. Certified milk, that which has passed inspection, is reasonably pure, but to be safe, pasteurize it in the home by boiling.

The Montessori system and the marvelous results obtained therefrom was demonstrated by Miss Laird, a teacher of the Wolcott school, and two of her youngest pupils.

The most astonishing part of the Montessori system, and the one that best demonstrates its advantages, is the musical part. Four pupils were chosen from the youngest class in the school, and while the instructor called the notes, they sang them. Then the teacher seated herself at a piano, and striking a note, asked the youngest girl which it was. The answer in all cases was correct.

None of the children in this class is over 6 years of age, but through the system of teaching they are already able to compose simple melodies. The four pupils that participated in the demonstration played a melody upon the piano, in four different keys, as called for by the audience.

Miss Allison, of Golden, suggested a few radical departures in the feeding of children.

"The overwhelming majority of children are underfed," was Miss Allison's first statement. "I do not mean that they do not get enough to eat, but the right kind of food is not chosen."

Dr. Libby's subject was "Rembrandt and Democracy." He depicted the life of the great Dutch artist by showing upon the screen his most famous pictures.

"Train our girls to be good cooks," was Mrs. Dick's advice.

"Teach sex hygiene in the home, let the mothers teach their girls the duties and responsibilities of motherhood, and how to be good wives," was Professor Smiley's advice.

"Good cooking is one of the greatest lacks in the modern home," Mrs. Dick said. "Good cooks among women who marry to-day are not plentiful. That is one reason there are so many divorces. If our girls were trained to be good cooks we would have a great deal less of this divorce evil."

Mrs. Dick also advocated the passage of federal laws regulating marriage and divorce.

Professor Smiley declared the mothers should give their children moral teachings, and that it should not be left to the schools to give it.

"There is a tendency to shift the responsibility for the proper moral training of the child," he said. "I believe that the home is where the child should be taught. The home is where the child learns the difference between right and wrong, and it is much easier for moral

teaching to be given in the daily life of the home. Teach our girls and boys the things they should know, and we will have considerable less marital unhappiness."

About 100 members of the Mother's Congress from Denver, and delegates from out of town attended the sessions.

Miss Ednah Anne Rich, of Santa Barbara, Cal., the only woman president of a normal school in the United States, and known as one of the most foremost women educators of the world, said in effect sex hygiene should not be taught in the schools. "Although the crying need of to-day is co-operation between the school and the home," she declared, "there is one subject that is too vital to be imparted to a child outside of the home."

"The congress is about evenly divided, some for and some against teaching it in the schools. Those who advocate the schools are always careful to mention that experienced teachers should have charge of the classes, and that the children should be taught a little at a time until they progress and fully realize what it means.

"Denver stands among the foremost cities in the number of circles of the congress it possesses. There are nearly 50 circles in Denver, and none has a membership of less than 25. Before the end of the year we will have circles in every school district. We are going to establish girls' circles, and already circles are being formed in the churches.

"Co-operation and its advantages has been thoroughly discussed during the meeting, and truly to win success we must join together. We want all the co-operation we can get.

"The state convention this week has been a wonderful help for all of the towns sending delegates, and we hope to have 150 circles in the state before the next meeting."

"The history of our circles in Pueblo," remarked Mrs. F. A. Wells, president of Pueblo's circles of the Colorado Mothers' Congress, "has been one of hard struggling of a few against odds. We organized the first circle in 1910, and for a while barely had a quorum. Gradually, through the pulpit and the press, we began to announce our intentions and object. When they perceived the wonderful advantages of such an organization, they were eager to become members. Pueblo now has 15 circles, including a girls' circle in both high schools. We have a total membership of 800 and an average attendance of 450.

"I have invited the delegates to hold their next meeting in Pueblo. That will occur one year from the date upon which the meeting was held here. By that time we expect to have established 100 additional circles in the state, and the delegations from each place will be larger.

"Within the next year we will have ac-

complished much, but new tasks will be laid down for us at our next meeting."

"We are going to make a city-wide war upon soda drinks," said Mrs. Wells. "We believe that it not only is injurious to the digestions of the children, but fosters in them ruinous habits of self-indulgence and extravagance."

The mothers have petitioned all the moving picture concerns to do away with representations of murders, burglaries, impossible dime novel happenings and blood-curdling events, and have requested them to put in their places scenes of an educational value, such as travel pictures and studies from natural history.

A movement is also on foot in Pueblo to introduce educational moving pictures in the schools to facilitate the study of different subjects.

A group of earnest women, all mothers, who responded to a call to meet Mrs. Frederic Schoff, president of the National Congress of Mothers in Denver in 1905, formed the nucleus of an organization that has won the admiration of the national body, and the profound respect of all in the United States interested in the welfare of little children—the Colorado branch of the National Congress of Mothers.

Perhaps the reason for its great success to-day is because of the many reverses encountered and overcome by those few mothers interested in the early movement. At first there was not even a quorum, and few outsiders showed any desire to take an interest in the work. Some of the members grew so discouraged at the many reverses, that they asked each other: "What is the use—we have done our best, and we have failed; let us quit." Others, more staunch and patient, replied: "No, let us not give up. Rather let each of us bring one visitor each week, until we have a quorum of ten."

By gradual degrees the number grew. The meeting place in the home of Mrs. Charles Denison, after a while was found to be too small to hold the many who now attended each meeting. Through the kindness of Miss Anna Wolcott they were allowed to hold their meetings in the auditorium of the Wolcott school.

When Mrs. Schoff stopped over in Denver on her way to attend the national convention in Los Angeles in 1907 she was greeted in the East Side high school by an audience gathered from all parts of the state, that packed the auditorium to the doors.

In an inspiring speech Mrs. Schoff warmly complimented the Denver circle upon the wonderful advancement it had made. This visit was directly responsible for the organization of the Colorado branch of the Congress of Mothers.

In every town which had a representative at the meeting, a circle was formed.

Since that time the growth of the organization in Colorado has been meteoric. At the present time Colorado boasts of seventy-one circles, forty-three of these in the Denver district.

The work accomplished by this organization is enormous. The congress stands for the welfare of the children. It seeks to surround them with beautiful objects, to train them to think beautiful thoughts and for the co-operation of the school, the home, the church, the state and the nation, in the producing of a greater future generation.

In 1908 the Denver Playgrounds association movement was initiated by the Mothers' Congress. They forced the abolishing of the slot machines in the school supply shops; they formed girls circles, and they are responsible for the establishing a pure food pavilion in Lincoln park, where mothers may rest assured that their children can buy none but the purest candies and ice creams.

Its creed, its ambition and its purpose is embodied in article 2 of its constitution, which reads:

"The object of this organization is to raise the standard of home life, bring into closer relation the home and school, and unify and strengthen all forces represented in the individual associations which compose the congress."

EXHIBIT OF HOME-MADE TOYS AT COLORADO CONGRESS OF MOTHERS

Exhibits relating to nearly every phase of home and parent life were features of the Colorado Congress of Mothers.

The toys upon display were divided into classifications. First, recreation and exercise, including balls, marbles, tenpins, tops, tennis and croquet. Second, constructive, including stringing spools, shells beads, blocks, clay "plasticine," "machino," paints, crayons, paper cutting, making scrap books reed and raffia work, blackboards, sand piles and looms. Third, games of mental skill, such as dominoes, checkers, chess and spelling boards. Fourth, vocational, including tea sets, toy furniture, tools, dolls, sewing boxes, printing outfits. Fifth, "living toys," puppies, chickens, rabbits, gold fish, turtles, kittens and canaries.

Perhaps the most interesting of the home-made toys upon display was a miniature playground built of "mecanno" or strips of perforated tin. This playground, although only a yard square, contained a merry-go-round, a tennis court, a baseball field and all other equipment of an up-to-date municipal playground. It was made by Richard Downing, 14 years old.

An extensive and practical display of children's clothing upon display conformed to five requirements, simplicity, convenience, durability, warmth and beauty.

Each article upon display was chosen from some dry goods store of Denver.

Many pictures were among the exhibits, each chosen with an eye to artistry and economy, and the fact that a home can be decorated with prints of great masters at a nominal cost was demonstrated.

A \$5 prize had been offered to the person exhibiting the best collection of home-made toys, and the upper gallery of the auditorium was filled with toy houses, tools, ships, wagons and dolls. Playhouses made of packing cases seemed to have offered the greatest scope to the amateur toy maker, and some of these were furnished upon an elaborate scale, with tables, electric lights, lounges, bath rooms, garages, stables and carpets. The occupants of these houses were made of paper, and some lifelike results had been achieved.

The exhibit abounded with dolls, manufactured from every conceivable object, spools and bottles predominating.

Mrs. A. G. Fish was in charge of the exhibits, which occupied two large rooms and the balcony of the auditorium.

"The toys which we have selected," said Mrs. Fish, "tend to educate as well as amuse the child. A little boy finds a small amount of amusement in winding a toy train and watching it run across the floor, but he derives a vast amount of amusement and instruction in making one.

A toy made by Henry Knight, 11 years old, which took first prize at an exhibition of home-made toys at the Wolcott school under the auspices of the Colorado Congress of Mothers, has attracted unusual attention to its maker on account of its originality.

The boy made a truck which operates on a track and which cannot overturn on account of a specially-devised flange arrangement on the wheels. Educators who have seen the toy say that it possesses wonderful possibilities and believe that young Knight has invented a valuable device.

Knight resides with his mother in Jefferson county on a ranch three miles east of Golden. His father is auditor for a manufacturing concern in Seattle and the family here consists of the mother, two boys and a baby.

The Mothers' Congress offered a prize of \$3 for the best individual home-made toy in the state. Knight won the \$3 by the unanimous consent of the judges and when asked what he was going to do with the money said he was "going to buy some decent tools." He has numerous wagons, trucks, switches, sleds and houses which he has made himself and in all these he shows great ingenuity.

The boy has travelled a great deal and was in the Philippines for two years with his parents. He says he is tired of travelling but that when he grows up he wants to be an engineer.

Professor J. M. Downin, of the Clayton college for boys, expressed considerable enthusiasm over the work of the boy, and said that he had been well repaid for his visit to the exhibit by seeing the one toy. He said that within a week the cellar at the Clayton school would be filled with tracks and cars built on the new principle evolved by the Knight boy.

"Toys are valuable only so far as they bring out the latent qualities of childhood," said Mrs. A. G. Fish, who was in charge of the exhibit. "For that reason home-made toys are better than bought toys because they are not so perfectly finished."

Young Knight's toy, which is perfectly adjusted to run with a minimum of friction, is made of peach bark, with spools for wheels. Peach bark ties and strips of wood make the track.

The prize of five dollars for the best collection of home-made toys was awarded to the circle of Sterling. The collection embraced play houses, tools and dolls.

On June 28, 1910, a call was made through the city newspapers and churches, for all interested in a mothers' congress to assemble at the McClelland Library, Pueblo, for the purpose of organizing.

As the constitution of the National Congress calls for ten to form a quorum, and only seven mothers responded, they could not organize. But, these mothers came from the stalk of stalwart pioneers, and one brave little woman said, "We will meet every week until we do get a quorum."

Accordingly each mother present was appointed a committee of one to bring in one other mother to the next meeting; but it was not until the faithful few had met for the third time that an organization was formed, with just one mother over the necessary ten.

There was an election of officers, namely: Mrs. Frank A. Wells, president; Mrs. George L. Walker, vice-president; Miss B. F. Adams, secretary; Mrs. P. P. Cabiener, treasurer.

Later a more urgent call was made through the papers, churches and schools, which were now opened, for a meeting to be held September 13, and this time about seventy responded. The opportunity was taken to organize three schools.

After this meeting, calls came to the president to organize schools at the rate of two and three a week, until fifteen schools were organized, being all the schools in the city except three. The crowning success of the year was the organizing of the two high schools.

Early in the season it was decided to change the name of "Parent Circle" to "Council of the Pueblo Congress of Mothers," the members of which are all officers of the Parent-Teacher Associations, principals of schools and chairmen of standing committees. This meant a bringing

together of forty or fifty thinking women from all parts of the city, and from all classes, monthly, to discuss Child-Welfare.

One cannot easily forget the inspiration of these first meetings; present with us we see an Italian mother, who had been made president of a downtown circle, because she could interpret for the mothers that comprised that circle. When asked, "How could you leave your five babies?" she replied, "My husband laid off to stay home with the children to let me come." (This man was a bar-tender.) Nearby sat mothers from among Pueblo's wealthiest citizens and mothers representing every class between, all drawn together with one accord to study how best to serve and bring about the highest development of children.

The value of such a gathering in any city cannot be estimated.

From this council goes out to all schools and homes helpful suggestion and inspiration. Considerable municipal work has been done, such as indorsing all reform movements of the City Fathers and other organizations of this nature. An effort has been made to keep clean all public toilets, also to look into the soft drink question, and steps have been taken to make a state-wide movement against coca-cola.

We have been able to create a great interest in public play-grounds. Nearly all our parks are well equipped and in one instance the School Board purchased valuable ground at the cost of thirty thousand dollars. All this interest was created through Dr. Curtis' visit to our city, at considerable expense, which money was furnished by the Mothers' Circles. One circle raised over one hundred dollars during one year, which money was spent for play-ground equipment for its own particular school. In another instance the circle screened and curtained the windows in their school house.

We have obtained a promise from several managers of moving picture shows to devote Saturday afternoon to educational and instructive pictures and clean comedy for school children of all ages.

We have approached the School Board, asking that moving pictures be operated in our public schools for educational purposes and instructive amusement. We expect our petition to be granted before the year is out.

One instance of pleasure should not be forgotten, the occasion on which the president was permitted to receive the Mothers' Congress of Pueblo at the Minnequa Country Club. Between two and three hundred met on this memorable occasion. A short and interesting program was listened to and a most enjoyable afternoon spent.

The membership of all the Parent-Teacher Association is about 800.

But our greatest and best work comes

from the co-operation of parents and teachers; teachers and principals of all schools organized say that they have been greatly helped in reaching the child, where they have been assured of the sympathy and co-operation of the parents, expressed at these meetings; only in one instance did a principal say that she knew of no material benefit resulting from the Circle in connection with her school. This principal never attended the Council meetings.

We find the teachers all over the city ready and asking for the co-operation of the parents. We find that every effort is being made by these faithful men and women, on whom, in so many instances, parents heretofore have placed the entire responsibility of this important work, Child Culture. Yes, the co-operation needs to come from the parents.

In closing, the president wishes to express her gratitude to the mothers and teachers, who, by their frequent presence gave her the encouragement needed to carry this movement in Pueblo to where it will stand alone. Especially would she mention District Number 20, and the constant attendance of two or three principals who furnished the inspiration at the Council meetings for whatever help may have come from the president. **MRS. FRANK A. WELLS.**

THE DAILY THOUGHT. ✓

When you've done your work as well as you can

And your past is clean and your conscience clear,

When you know that you haven't wronged any man,

When you've made no foe to be faced with fear,

The busy world may be still inclined To deny rewards you have longed to claim,

But it cannot rob you of peace of mind

Or bring to your cheeks the blush of shame.

And the world, however it may connive

To keep you down and to hold you back,

Must respect the hopes that you keep alive,

Though its praise may be for the
 gifts you lack,
 And the scorn on the lips of the
 richest man
 Is not a thing you have cause to
 fear,
 When you've done your work as
 well as you can
 And your past is clean and your
 conscience clear.

—S. E. KISER.

CONNECTICUT

The Connecticut Congress of Mothers is continuing its policy of expansion. Two meetings of the executive board have been held, one in New Haven, September 17, and the other in Waterbury, November 19, at each of which there was an excellent attendance.

Mrs. Walter B. Ferguson, of Bridgeport, State organizer, reported that deputies had been appointed in various localities in the State whose duties are to start new circles and encourage weaker ones until qualified to enter the Congress.

At the Waterbury meeting action was taken to invite several circles to join the Congress.

President Mrs. B. L. Mott reported having spoken since September 17 in West Haven, Glastonbury, Hartford, Lowell House, East Windsor, Trinity Church Parish House, Middlebury, Mount Carmel and Calvary Church.

The press announced that the Women's Council of Education had undertaken to raise five thousand dollars to establish a fund to be called the Abbott Memorial Fund, for the foundation of a scholarship in the Connecticut College for Women, to be opened in New London.

Much interest in report of the Pure Food Exhibit held in New Haven in September was shown. The exhibit continued ten days, and manufacturers of food stuffs and modern appliances all over the country were invited to send exhibits and demonstrators. Lectures and discussions by authorities on various subjects were held each day. The school children of New Haven participated, furnishing entertainment.

This movement was conceived and organized by Mrs. Frances Sheldon Bolton, of New Haven.

The next meeting of the State Executive Board will be held the third Tuesday in January, 1913, in Hartford.

The Hartford Club for Child-Welfare listened to one of the most interesting and instructive lectures they have ever had, upon the work and duties of a school visitor, by Miss Sarah M. Holbrook, school visitor of the Henry Barnard School, who spoke as follows:

"In our midst are many foreigners to whom our ways and institutions are unknown, but whose needs are many and who are anxious for the welfare of their children. As one father said to me, 'Dey say de city vil help, ver I find de city?' The school is trying to promote the welfare of the child and to this end the Henry Barnard School is making use of the services of a visiting teacher. Her work differs from the work of the visiting nurse in that the nurse is busied largely with the physical welfare of the child, while with the teacher it is the mental and moral welfare also, and when the physical needs have been attended to her work with the home has in some cases but just begun.

"In the Henry Barnard School there are about 1600 children. Of this number approximately 50 per cent. are Jewish, 25 per cent. Italians, 12 per cent. Americans, and the remaining 12 per cent. consists of a mixed group made up of Germans, French, Swedes, Danes, Greeks, Negroes, Irish and English.

"Cases are brought to the attention of the visiting teacher through the regular teacher; reports of pupils below grade or ill, and through cases referred by Dr. George E. Dawson, who is carrying on special investigations in his child study laboratory at the Henry Barnard School.

"The cases of defective eyes, enlarged tonsils, adenoids and other physical ailments are the easiest to deal with, for here the visitor has something definite to do. The first step, is, if possible, to have the parent take the child to the family doctor, or if too poor for this, go to the free clinic at the hospital or the dispensary. If the parent is unable or unwilling, then the visitor seeks permission to carry forward the case, and if the parent refuses, as a last resort the child can be excluded until the matter has been attended to.

"Where it is a case of trying to better home conditions, persuade the child to give up tea and coffee, go to bed early, sleep with the windows open, etc. Much time and patience are required to effect a change, but that the mother is anxious and willing, that it is ignorance and not indifference, has again and again been shown.

"Dr. Ayers in 'Laggards in our Schools,' has said, 'There are few more hopeless things in the world than to have it borne in upon us that we are driving against a thing that we cannot do, yet

this is the sort of training that we are giving a large part of all our children.'

"Through the visiting teacher, the Henry Barnard School is striving to remove the handicaps of physical ailments and poor environments which prevent many of our children from keeping up to the standards of the public school, and which bring about the conditions to which Dr. Ayers refers as, 'Driving against a thing that we cannot do.'"

The Forestville Child-Welfare Club has given \$200 to help defray expense of installing manual training in the school.

The Mothers' Clubs of Rocky Hill, Glastonbury, New Britain, Hockanum, are holding instructive meetings.

IDAHO

Twin Falls reports the organization of a parent-teacher association with thirty-one members.

Circles have been formed in Wallace, Coeur d'Alene and St. Maries. We have many calls for new circles to be organized. The interest is growing.

IOWA

Mrs. B. F. Carroll, retiring president of the Iowa Congress went over the state much, preparing the ground for organization and now the results are coming.

The Congress is having recognition by the heads of all state institutions as being made up of workers that are worth while.

In holding the convention in Ottumwa a new field became interested. After a three days' session the residents were enthusiastic in their desire to join in Mothers' Congress work.

Mrs. Charles Brenton, of Dallas Center, the new state president, comes to this office with years of experience back of her in other offices on state board. She was appointed by Governor Carroll to represent Iowa at St. Louis Child-Welfare Conference last March, and is fortunate in having as members of her staff women of ability and experience.

Iowa aims to do much for mothers and children under this administration. The Iowa Congress held a Round Table at the State Teachers' Convention in Des Moines November 7-9.

The State Board meeting of the Iowa Congress was held in Des Moines, November 8, 1912, Mrs. Chas. Brenton, of Dallas Center, the newly elected president, presiding.

Mrs. Brenton has appointed her chairmen with the idea of keeping in touch with every part of the state. To further this idea and to form a closer co-operation of circles the president will each month send a letter of suggestions and encouragement to each president. The

work of a systematic organization of circles is an important step. Mrs. Brenton will be assisted in this by first, second and third vice-presidents who are located in different parts of the state. Any one wishing help in organization may have it. The state corresponding secretary, Mrs. J. C. Bennett, of Des Moines, is well informed on all educational affairs of the state, and will be an able helper.

Des Moines, Cedar Falls and Mason City have City Unions. Des Moines is well organized, having forty-two circles. This splendid work is due to untiring efforts of Mrs. Walter S. Brown, who, without thought of self-aggrandizement aroused the sentiment of the importance of co-operation of parents and teachers.

The report of Willard School for November is an example of the work of that circle for each month. One hundred and fifteen members, one thousand eight hundred and fifty-eight (1858) books from sub-library station. Three hundred and fifty (350) garments made for the children. The principal, Miss Trotner, and the club president, Mrs. W. A. Royer, are ever alert for the best things for this district.

Each district has its problems and each club is working to solve theirs in the best way.

The educators of Iowa recognize the work of the State Congress because its work is educational and co-operative. Each year at State Teachers' Association, a Round Table of State Congress is held. Those who were privileged to attend this year are unanimous in declaring it the best program ever given. Mrs. Brenton arranged it as follows:

Development of the child.

Home, Mrs. Jas. G. Berryhill, Sr.

School, President J. W. Bowman.

Church, Rev. Chas. Medbury.

In the discussions which followed much interest was manifested by both teachers and parents.

MASSACHUSETTS

THREE YEARS OLD

The third anniversary of the Massachusetts Branch of the National Congress of Mothers and Parent-Teachers' Associations was held in Greenfield, Mass., October 31 and November 1 and 2, and the meetings were enthusiastic and profitable. The Greenfield Mothers' Club entertained the visitors royally and they were given a cordial welcome by the president, Mrs. O'Brien, and the superintendent of schools, Mr. W. P. Abbott and others. The response was made by Mrs. Milton P. Higgins the State President. Mrs. David O. Mears, the first national vice-president, gave a fine address on the subject, "What the National Congress of Mothers Has Done for the

Mothers of the World," and another on the Child-Welfare Campaign.

Mr. W. I. Cole, from the South End House, Boston, gave a clear idea of "The Home and the School from the Settlement Point of View."

Miss Emma Latimer Fall, a Boston lawyer, presented some very practical thoughts on "Everyday Law for Women."

"Housing versus Homes," was the subject of a forcible appeal for better conditions in our cities by Rev. John S. Lyon, D.D., of Holyoke—while Miss Helen Winslow, of Boston, showed the duty of the state towards the fatherless child, urging that the natural protector of the child, the mother, should, if necessary, receive a pension, thus enabling her to keep her children with her during their dependent years. At the same time she argued that this would cost the state less than the present method of boarding them out in various families or sending them to an institution.

Dr. David Snedden, State Commissioner of Education, for Massachusetts, gave "Some Practicable Steps in the Co-operation of Home and School," and advocated thoroughly, neighborhood meetings of parents and teachers which should discuss the problems relating to the schools and childhood.

The most interesting sessions were those which were devoted to the reports from the various associations represented, from which brief extracts follow:

The Greenfield Mothers' Club reports a paid membership of 187. Their work this past year has included the clothing of 15 or 20 needy children—the helping of the district nurse—undertaking the care of a crippled boy, sending him to the hospital for surgical operation and treatment, and caring for him until he is restored to a normal healthy child able to be in school.

Seventy-eight dollars were given to aid the High School Athletic Association.

Social gathering with addresses on Mothers' day with sale of carnations.

CHILD-WELFARE MAGAZINE filed in Public Library.

West Lynn: Myrtle Parent-Teacher Association, paid up membership of 110, sent invitation to every parent in the city and over a thousand people were addressed by the Superintendent of Schools, Frank J. Peaslee, and Rev. F. W. Perkins and afterwards a general reception with refreshments to the school board.

Donation to the school library of \$30, also new fence for school garden.

Good roads primer filed in library.

Union meeting held representing all the clubs of the city to discuss work going on for boys and girls.

West Lynn: Shepard Parent-Teacher Association has joined with the Myrtle Parent-Teacher Association in union meetings.

Have discussed the following subjects with expert speakers:

1. Child Culture, Mrs. Robert Park.
2. Industrial Education, Ex-Senator W. R. Evans, Jr.
3. Canadian N. W. California and Yellowstone illustrated with colored reflectroscope.
4. Playgrounds, by Thomas Curley, Secretary of State Playground Association.
5. Conservation of Our Boys and Girls, by Principal C. S. Jackson.
6. Moral Training of Children, by Dr. C. F. Carroll, Superintendent of Schools.
7. Physical Welfare of Children, by Assistant Superintendent Miss Flora E. Pope, Marblehead.
8. Health and Morals of Children, by Dr. J. W. Godfrey.

East Gloucester Parent-Teacher Association, paid members, 120, adopted resolutions in favor of Mothers' Pension Bill for Massachusetts.

Gave 566 packages of flower and vegetable seeds to children—held exhibition and awarded 36 prizes.

Installed emergency cabinets in each school at East Gloucester.

Had demonstration by trained nurse on treatment of wounds and on first aid to the injured.

Dramatic representation netted \$51.65. Gloucester Parent-Teacher Association, paid members, 166; many talks on Child-Welfare and travel.

Social time enjoyed and refreshments served.

Manchester Parent-Teacher Association, membership, 120: civic movement started for better conduct of the young people at public gatherings and on the street.

Exhibits of school work held.

Meetings held monthly.

Waltham Parent-Teacher Association is organizing a day nursery and establishing emergency boxes.

Wollaston, attendance of 200, outgrowth of Child Nurture Club.

Has decorated walls of school-rooms.

Stimulated interest in Vocational Training.

Hope to have printing done by boys of eighth grade.

Induced Wollaston to remove old school building and have ground used for park and playground.

Cherry Valley: Gave new flag to school. Employed special teacher at expense of \$133 to teach girls sewing and boys basketry and chair-seating.

Sent six letters of congratulation on birth of children.

Contributed flowers, books and games to children in hospital.

Have influenced the town to establish playgrounds.

Have had good speakers and food sale and whist party.

Newburyport: Oak table furnished school building.

Paper towels furnished Primary Schools. Prizes offered for work done by pupils. Addresses given on "The Relation of Parents and Teachers to the Child," "A Boy's Greatest Need," and "Character Building in Children."

Newburyport, South End Parent-Teacher Association: teacher's desk, pictures, etc., furnished school-room.

Gave cantata with fifty school children. Many lectures on welfare of children.

Newburyport, High and Kelley Schools: influential in working for a new school building. Gave one thousand paper towels and soap to schools. Delegate sent to Greenfield.

Bedford, Parent-Teacher Association: Held "peace" meeting.

Had May Day party and chain of teas—also trying to raise money by a mile of pennies.

Aided playgrounds movement and improved school grounds.

Furnish cocoa at one cent a cup to school children who bring their dinners and we pay the deficit.

Have established a Nature Department—many subjects discussed:

Getting together and working together. Lowell Textile school by Mr. Evans.

Industrial Schools by Mr. Dooley, of Lowell Ind. School.

Playgrounds by Mr. Curley, State Secretary Playground Association.

Bradford, Wood School, Parent-Teacher Association: purchased Victor Machine with 100 records for school.

Had Child-Welfare tea and sent proceeds to National Child-Welfare Campaign Fund.

Had many addresses and successful fathers' night.

Haverhill, George Cogswell School: flourishing society—much interest in the school by parents.

Whateley, membership 40: recently organized, have had five speakers.

MRS. M. P. HIGGINS,
President Massachusetts Branch.

MONTANA

Mrs. A. B. Ives, formerly president of the Mothers' Union of Shreveport, La., is now residing in Great Falls, Montana. She is doing much to inaugurate parent-teacher associations and mothers' circles. She will be glad to hear from residents of Montana interested in this subject.

NEW HAMPSHIRE

During the month of October Mrs. Walter Leroy Smith has organized parents' associations and mothers' circles in many towns in N. H.

New Ipswich, Laconia, Lakeport, Weirs, Littleton, Whitefield, Franklin, Franklin Falls, West Lebanon, Lancaster, Manchester and Derry are towns in which such

associations have been formed. In some of them there are several organizations.

In the near future the New Hampshire Branch of the Congress will be organized.

NEW JERSEY

The annual convention of New Jersey Congress of Mothers was held in Riverton November 8th and 9th. Mrs. Theodore Birney, who had the far vision of the loving home and cared for childhood throughout the land, met with New Jersey women in the little Presbyterian chapel of this place where 12 years ago the Mothers' Congress came into being.

The Congress was warmly welcomed by Mrs. Reuben F. Corry, president of the Mothers' circle, and Riverton seemed to have thrown wide its doors with open handed hospitality to those attending.

The response of the President, Mrs. Reeve, was followed by greetings from the National Congress of Mothers and New Jersey State Federation of Woman's Clubs. Speakers were Mrs. E. C. Grice on Constructive Activities.

Mrs. M. T. Johnson, Principal School Organic Education, Fairhope, Alabama, on Individual Study of Children; Prof. William S. Monroe, Mr. D. S. Eldredge, Good Roads with lantern slide illustrations. The reports of club presidents were inspiring. Dr. Calvin N. Kendall, New Jersey Commissioner of Education; Rev. T. K. Mathews, and Mr. C. V. Williams, superintendent New Jersey Home Society, told of the sufferings of little children which ought not to be possible in a Christian land.

EMMA STEVENSON,
Chairman of Press Committee.

NEW MEXICO

Mrs. Harriet N. Donohoo, organizer for the National Congress of Mothers in New Mexico, reports that there are now thirteen mothers' clubs in New Mexico, with a membership of four hundred.

There are twenty-six counties in the state, and Mrs. Donohoo has already found women in a number of these counties who will act as county organizers.

A meeting of patrons of the schools has been held in Albuquerque and a great deal of interest was shown in the subject.

NEW YORK

The Mothers' Assembly of the State of New York at the close of its sixteenth annual convention, feeling the inspiration of the meetings, and going forth to another year's work with renewed energy, incorporated in its resolutions the following:

WHEREAS, Realizing the possible educational value of moving pictures as well as the evil engendered, *Be it resolved*, that the Mothers' Assembly of the State of

New York approve of a strict censorship of films.

WHEREAS, Realizing that educated mothers are the salvation of a country, the Mothers' Assembly favors the gradual education of mothers on the subject of sex hygiene, so that they may teach their children themselves rather than force the subject upon our already overburdened schools.

WHEREAS, It is practically impossible for a mother to earn her daily bread outside the home and give her children proper care. *Be it resolved*, that in the opinion of this Assembly, Congress should be petitioned to pass the widowed mothers' pension bill, thereby enabling poor mothers to give to their children the care in the home necessary to make them good citizens.

WHEREAS, The United States Postal Department has issued an order requiring a certificate of reference in order to obtain mail at the general delivery. *Be it resolved*, that the Mothers' Assembly endorses this action, believing that this order will eliminate the dangerous practice of young girls receiving mail at the general delivery window, and will greatly aid the uplift of our land.

WHEREAS, One of the vital questions of the day, to mothers especially, is the attitude of the industries toward an adequate wage. *Be it resolved*, that this Assembly endorse giving protection only to those industries which do give a living wage.

WHEREAS, Inasmuch as the Mormon church has violated its pledges to this nation by returning to the practice of polygamy and by dominating political affairs in Utah and adjacent states. *Be it resolved*, that we urge the President of the United States, the Senators and Congressmen from this State, to use all their influence, personal and official, to have such legislation passed immediately as will forever end polygamy under our flag and will take all political power from the Mormon hierarchy of Utah, Idaho, or any other State or Territory of the United States. *Be it resolved*, that the Mothers' Assembly of the State of New York again most heartily endorses these issues: Medical inspection in schools: the teaching of household economies, vocational schools, the abolition of the white slave traffic, and the suppression or betterment of the pernicious comic supplement. MRS. GEORGE M. TURNER, Recording Secretary Mothers' Assembly of the State of New York.

Auburn, a beautiful city of about 35,000 population, situated near the centre of the state, is to entertain the Mothers' Assembly of the State of New York in October, 1913.

The nine parent-teacher associations, and one Mothers' Club of the city are working in conjunction to assure a successful assembly. The central association has given one public reading, educative and entertaining, netting a goodly sum, and on December 10 Judge Ben Lindsey, of

Denver, is to lecture for the benefit of the associations. Special cars from nearby cities and towns have been arranged and a monster meeting is expected through the enthusiasm aroused by the circles.

This city is unique in having an increasing interest among fathers, both in attendance at meetings and in willingness to serve as officers of Parent-Teacher Associations.

The public playgrounds, introduced and supported by the Parent-Teacher Associations, are now under the care of the city government.

Two remarkably fine, duplicate school buildings have been occupied for the first time the past year. Both have active associations. At Lincoln school sufficient funds, when duplicated by the state department of education, to secure twenty-five pictures for the walls. At Seward school \$200 was raised toward the purchase price of a fine piano for the assembly hall.

At Fulton school money was raised to furnish a rest room for teachers, to be used by pupils in case of illness.

Bradford school raised seventy dollars for school decoration, and in two schools the association placed a fund in the principal's hands to be used at her discretion in aiding needy pupils.

Nine trees were planted by the James Street School Association in the playground; hot water was installed in the building, and bags of uniform size and color provided for all pupils for holding art materials.

Folk dancing has been added to the grade school work and exhibitions of this new art have added to the interest of meetings.

Volunteers from the Mothers' Club of the First Presbyterian Church care for children too young to attend morning service so that the mothers may be able to attend.

The West Hill Home and School Club of Fredonia was organized by Miss Bell Willson, three years ago. Miss Willson served as president for two years. The interest in the organization has grown steadily and it is doing splendid community service. The calendar for 1912-1913 will give an idea of what is being done.

The season's program opened with Fathers' Night, where the topic of the evening was "The Fathers' Duty to the School." The purpose of the school was given by W. B. Blaisdell:

Views of the child in school.

The time parents owe their children.

The child's right to have questions rightly answered.

Keeping the child's confidence.

Injury of harshness.

Cruelty of teasing.

Children's common disorders, and a social tea cover the year's program. Mrs. A. R. Knight is president.

The West Hill improvement club has been very busy the past month. The total number of waste papers picked up during the four weeks amounts to 16,675. The children are working hard to keep West Hill clean. The club's inspector is Bertha Knight, the president, Elma Cowden, the vice-president, Lois Hammond and the secretary, Fred Pasquale.

There are new officers each month. The children would like very much to have a big waste paper basket placed at the corner of Seymour and West Main streets. Ages of children, 8 to 11.

OHIO

The Ninth Annual Conference, Ohio Congress of Mothers and Parent-Teacher Associations closed a three days' successful convention, November 5, 6, and 7, at Lancaster, in the First Methodist Episcopal Church.

The first evening addresses of welcome were as follows: The City, Mayor Sexaner; The Churches, Rev. Hugh Leith; Public Schools, Prof. S. H. Layton; Federation of Women's Clubs, Miss Anna Davidson; Froebel Study Club, Mrs. J. L. Burnett.

Mrs. E. S. Wright, of Conneaut, president Ohio Congress of Mothers, responded to the many welcomes in a happy manner.

The address of the evening was given by the Rev. H. W. Kellogg, of Columbus, who took for his subject, "The Mother and Her Boy."

A reception followed for the officers and delegates in the parlors of the church. The High School Orchestra played during reception hours.

Miss Margaret Sutherland, head of the Columbus Normal School the past 23 years, gave an address on "Our Girls." She said the old time custom of promotion of teachers from the first grade up to the eighth is past, every grade is important, the fourth and fifth are as difficult and important as the first.

Every good teacher should be paid for her work and not according to grade.

Parents must be responsible for the moral education of their children, not depending upon the Sunday school for the religious and moral training of their children.

The second address was by Hon. Charles C. Miller, Ex-State School Commissioner, on "The School's Responsibility to the Child."

The whole responsibility is summed up in this "Ship of State." First, Scholarship; Second, Companionship; Third, Leadership; Fourth, Citizenship; Fifth, Worship, which includes obedience. Morals should be taught by example, illustrations and stories, instead of by "You can't," "You must not," and "Don'ts."

President Ellis, of the Ohio University at Athens, spoke on the relation of School and Home and Mrs. Van Snider on Domestic Economy.

The officers and delegates who presented reports were Mrs. Ella Slutz, of Athens, Mrs. W. J. Granger, Mrs. J. Rankin, Mrs. Isabelle Alexander, Mrs. George Clough, and Mrs. C. D. Palmer, of Cleveland, Mrs. Cora G. Bradbury and Mrs. M. Z. Krumm, of Columbus, Mrs. L. E. Eyman and Mrs. C. W. McCleery, of Lancaster.

At the close of the morning session the committee invited the officers and delegates to a chicken dinner at the Presbyterian Church.

The Lancaster ladies escorted the visitors in private cars to the "Boys' Industrial School," where a dress parade and band concert were given in honor of the guests. Later the company were taken through the cottages by the different officers of the school. There are over one thousand boys there, nine years old, and over.

What excuse has the community where the boys were reared for sending them to another end of the state? Why should not each county take care of its boys?

Mrs. C. W. McCleery, of N. Columbus St., gave a dinner for the officers and delegates. Miss Sutherland and Hon. C. C. Miller were guests.

The following Committee on Resolutions, Mrs. Cora G. Bradbury, Mrs. M. Z. Krumm, and Mrs. C. W. McCleery, presented the following resolutions for endorsement:

First, That the Mothers' Congress continue to work for the mothers' pension.

Second, Investigation of fraternities in public schools.

Third, Work against the practice of unqualified midwives.

Fourth, State Legislation for the individual drinking cup.

Fifth, National and universal marriage and divorce laws; the segregation of the degenerates and feeble-minded during the period of reproduction.

The success of this Convention must be credited to the able and efficient Local Committee, Mrs. C. W. McCleery, Mrs. L. E. Eyman, Mrs. Harry De Lancy, Mrs. Amos Thomas, Mrs. Ralph Wolfe, and Mrs. John Gardner, to whom the thanks of the Convention are due.

MARGUERITE P. RUHRER,
Press Representative, Cleveland.

OREGON

The subjects of the program of Oregon Congress of Mothers at the annual convention in October were "The State's Duty to Widowed Mothers," Mrs. R. E. Bondurant, chairman of Pension Bill Committee; "A Primary Factor in Child Conserva-

tion," Dr. W. T. Williamson; "Prevention of Illness in Children," Dr. M. H. Cardwell; "The Church and Child-Welfare," Rev. John H. Boyd, D.D.; "The Possibilities of Parent-Teacher Circles," Mrs. Herbert Armstrong; "Library Work of the School," Miss Harriet Wood; "Our School Girl's Dress," "School Lunches," "The Child—The Future Citizen," Rev. Father O'Hara; "Child-Welfare in the State," Governor Oswald West; "How to Raise Funds for Child-Welfare Work," Mrs. Thomas G. Greene.

The recent state convention gave the work of the Congress of Mothers a mighty impetus that is carrying it through the state, and many earnest, able women have consecrated themselves to the cause. Our new president, Mrs. Clara Waldo, who was chosen to that office while travelling abroad, returned in time to open the convention, then graciously resigned the chair to the first vice-president, Mrs. R. H. Tate, who had planned the convention in the absence of her superior officer, and had every line of work well in hand. It was a very busy session. The attendance was large and representative and the interest was enthusiastic. This was especially hopeful as the conference followed so closely upon the National Woman's Christian Temperance Convention that convened in Portland just the week previous.

Reports from the circles throughout the State indicate a purposeful effort along the best lines of child-welfare work and co-operation of parents and teachers as well as officials in institutions. A bill for pensioning dependent widows and children, so that the mother may be enabled to keep her children in their home under her own care, was presented to the convention. The committee with Mrs. R. E. Bondurant as chairman had spent much time on the bill and framed it most carefully with the assistance of the best legal talent of the city. It had been approved by prominent professional men and was unanimously endorsed by the congress. The bill goes before the next session of legislature for adoption to make it a law. During the session two life members were acquired and a number of gentlemen showed their approval of the work the Congress is doing by joining as sustaining members. Mrs. Clara Waldo was placed on the roll as the first life member of the Oregon State Congress of Mothers, then showed her appreciation of the excellent work the past president had done by making Mrs. Tate the second life member.

Publicity Committee: (Mrs.) JULIA C. LA BARRE, 1189 Taggart St., Portland, Ore.

The Parent-Teacher Circle of Jefferson, Oregon, met in the High School rooms, November 20, 1912.

Miss Gladys Jones rendered a solo on the piano.

Mrs. Robert H. Tate, of Portland, Oregon, the State President, was then

presented, and gave an interesting talk on the Parent-Teacher Organizations, their aims and purposes.

After a fine violin solo by Prof. David Moses, the completion of the organization was effected. Thirty persons signed the constitution. There were about fifty present.

At the close Miss Fay Belchee sang a solo. Miss Ruth Reed was the piano accompanist.

The following officers have been elected: President, Mrs. Minnie G. Thoms; vice-president, Mr. A. J. Shoemaker; secretary, Miss Lillian Heurs; treasurer, Mrs. Fay Smith.

(Mrs.) M. G. THOMS.

PENNSYLVANIA

The Parent-Teacher Associations of Wilkesbarre, at the end of the third year's work, desire through the central council to report to the school directors:

Fifteen schools have Parent-Teachers' organizations and ten of these have held most satisfactory and profitable series of meetings during the year 1911-12. Representatives of these organizations and their president and secretary have met, from time to time, to consider the problems, successes and methods of each organization for the profit of all. They suggest programs, possibilities and advisable procedure for the associations. This has constituted the personal work of the central council of Parent-Teachers' Associations.

They believe that there is great advantage to each child through the friendly intercourse of its parents and teachers.

They believe that a fixed time of meeting, with given topics for discussion and some refreshments, provide the opportunity for getting help in solving the difficult problems of the home and school life of the child with a view to fitting him for his duties as a son or daughter, as a pupil and as a member of society.

They believe that these associations, conducted as they are in nearly every school, are the natural and practical mediums of spreading information and enthusiasm throughout the community.

They believe that by taking the same topic for discussion in each organization at the same time they stand for a certain public recognition of that problem throughout the town; which community consciousness is the beginning of public opinion on the subject.

They believe that such public opinion will promptly express some intelligent means toward providing all children of the town with the most progressive educational, physical and recreational opportunities.

MORE KINDERGARTENS.

The Central Council further requests that kindergartens be placed in all new buildings and wherever there is room in

old ones, notably in South Main street, where the room is particularly well adapted and the parents have already petitioned for one. Also that a visiting director of kindergartens be placed in charge, in order to get better returns for the money, time and energy invested, by establishing an inter-relation between the kindergarten and the primary grades more real than now exists here.

Moreover, will the directors take into consideration the desire of many parents for a one session day for Primary D, and wherever there are two such schools in a building, establish one of each type and allow the parents to choose into which they prefer their child to be admitted. The teacher, so released, could be of splendid help in the work with backward children, or crowded classes.

We respectfully ask the book committee to look over the Gulick Hygiene Series, Margaret Morley's song of Life and Hill's Junior Citizens for collateral reading in the grammar grades, in order that physiology may be approached from the side of the beauty in the mechanism and responsibility in the control of the body, and that civics may be made real by an early and simple view of individual responsibility in regulating the body politic.

We request that, by next fall, definite provisions be made for the tuberculous children, for the protection of all. We ask that gush spigots for drinking may be substituted for the ordinary kind, where the fountains are not already installed, and that no drinking cups be permitted at the basins, instead of being chained there, as is now the case in some schools. If the finances warrant, we would ask that liquid soap be supplied and sanitary paper towels. Above all, that the ventilating systems be put in perfect order, all parts systematically and thoroughly renovated.

PLAIN SEWING URGED.

We desire to emphasize, by placing it last in our requests, that a system of plain sewing be no longer delayed for our girls from eleven years up. We respectfully urge this to be established by the next school term, with the latest methods, the suitable and full equipment and with the qualified supervisor, in order that no half-baked or over-elaborate hand work may be introduced in the name of industrial training. That the aim of all courses introduced for both boys and girls shall be first to give each and every child that passes through the grammar schools instruction in the use of typical tools and typical machines for typical needs as coming men and women. And thereafter to fit courses with particular regard for the trades and industries of this community.

We have the word of many citizens, the medical school inspector, some principals,

very many teachers, several school directors as individuals, Superintendent Coughlin himself and hosts of parents, that the Parent-Teachers' Associations are democratic, useful and practical institutions in the community. We therefore ask your active support in making them fulfil their greatest possibilities in each and every school. A committee from the central council awaits your pleasure to explain further the details of this report, to make more clear and specific its comments and requests and the lines upon which vital co-operation can be pursued.

As parents, we are grateful to you for the sacrifice of time and the contribution of serious thought you are giving the town, congratulating you on the dignity and honor and conscientiousness with which you are conducting the affairs of the schools.

We respectfully ask you to hold us citizens of Wilkes-Barre and members of the Parent-Teachers' Association as a body, almost unwilling to suggest improvement, because it seems to imply dissatisfaction, which is not the case, but desiring only the good of the children, trying individually and collectively to improve our own households and those of the community, and to share the labor with you of effecting this.

Respectfully submitted,

MRS. FRANCES SAX LONG,
MRS. EUGENE GIERING,
MRS. CHARLES RINGSDORF,
MRS. D. VAN LOON.

The Lansdowne Mothers' Council, Lansdowne, Pa., has established evening classes for young girls of a nearby mill district. Members of the Council alternate in meeting with the girl workers set evenings, teaching them practical sewing and assisting them in making of garments or other things they wish to be helped with.

The undertaking promises to be most successful, as the young women have grasped eagerly the opportunity offered them.

MRS. A. C. BALCH,
Publicity Chairman.

A two-session day was inaugurated at the October meeting of the Executive Board of the State Congress. Luncheon was served at noon in the Board Rooms. Miss Jane Pressley, of Erie, the guest of the day, interestingly outlined the growth of the Parent-Teacher movement in Erie. In its one year of existence all the schools except three have formed associations.

Mrs. William Rommel, Chairman Finance, reported plans for a Congress benefit to be given at the Garrick Theatre in Philadelphia, Monday evening, December 16th.

The Program Committee will begin work annually in January in order to give ample notice to associations, with view to securing full delegations to annual meetings.

A permanent date for the annual meet-

ing the last Wednesday, Thursday, and Friday of October was fixed.

The Thirteenth Annual Convention held in Gettysburg October 17, 18, 19, was noted for emphatic interest and good will displayed throughout the occasion. Gettysburg proved a genial host, both by act and word, showing appreciation of the visiting mothers. Prof. Burgoon in his address of welcome declared that of the many conventions coming to Gettysburg none brought a more worthy message, "three phrases Child-Welfare Conference, Mothers' Congress, Parent-Teacher Associations alone carrying worlds of suggestions."

At the informal reception held in the hotel parlors from four to six o'clock there was a large gathering of towns-people and association members to greet the visitors. Mrs. George K. Johnson presided at all the meetings. On the first evening after the usual invocation, music greetings and responses, Mrs. Johnson introduced Dr. Jesse Holmes, of Swarthmore College, the evening's speaker. His subject, "Education for Righteousness, its Aims and Means," was sincerely treated. Startling but true were many statements. "These are facts I give you," said Dr. Holmes, as he gradually described our transition period, how the modern home is being denuded of the tasks on which children once were trained, how responsibility is shifted to the school where now largely the hand and eye must be trained if we are to teach the child to master his world, to know how to make things do his bidding when he is transformed from the child into the citizen. Uncertainty of touch in dealing with the child in home and school and church was the encroaching error described, while a plea was made that we face our facts in time, cease giving confused ideals for the child to grow on and study how best we may adjust to changes, above all holding to that vital connection which comes by parents and child having common interests, be they work or play.

The Legislation Committee particularly recommended the pension for destitute mothers, equal guardianship of parents over their children, the establishing a probation commission in the state, and endorsement of the physical rather than age test as standard for child labor laws.

Each delegate brought word of work well done. Interchange of ideas is always the flower of delegate's reports. Each seemed eager to take home careful reports that should cause greater results the coming year, and each seemed anxious to strengthen the whole work through the interested support of their organizations.

The schools were closed on Friday afternoon in honor of the meeting and to give opportunity to teachers and pupils to

attend the illustrated lecture, "The Four Cornerstones of the New Country Life," are the home, school, church and the road between them, declared Mrs. Augustus Reeve, who, with fascinating facility explained and described the pictures. Showed in contrasting pairs their truth convinced, the bad eliminated, replaced by the better and beautiful. Mrs. Reeve happily suggested that the girls and boys before her, follow the work of other children elsewhere and care for the roadsides as the pictures showed it possible to do. Mrs. Reeve as special agent of U. S. Dept. on Good Roads used views supplied from Washington.

"The country problem will not be solved by moving the country dweller to the city, but by the country dweller securing to his locality the advantages desired. Not only good barns and good chicken-houses are needed, but by good roads, would we improve rural conditions generally."

(MRS. CHAS.) ELLEN FOSTER STORE,
Chairman-Publicity, Swarthmore, Pa.

TEXAS

The mothers' circles of Austin have recently organized The Council of Presidents.

The mothers are working for physical examination of school children by physicians, for simpler dressing of school children. They are also asking for teaching of domestic science and manual training in simple form from the third or fourth grade up. They are working for supervised playgrounds and gymnasium work in all schools, and for pensions for teachers.

Mrs. Frank Buchner is president.

UTAH

The Utah Congress of Mothers has devoted its energies to the study of the Montessori method of education. Five members of the Congress purchased a set of the Montessori appliances and presented them to the Congress. In order to give the method the utmost publicity all those who are interested are invited to inspect the apparatus, and many men and women outside the Congress have availed themselves of the opportunity. The Mothers' Congress, in conjunction with the Froebel Society, has secured the services of Miss Fletcher to lecture on the Montessori method in January, 1913.

Foremothers' Day, December 20, will be celebrated by a patriotic luncheon.

The Utah Congress of Mothers will be represented at the International Council of Domestic Science at Ghent, Belgium, in June, 1913, by one or more delegates.

Child-Welfare Campaign of the National Congress of Mothers and Parent-Teacher Associations, Founded 1897

National Office, 806 Loan and Trust Building, Washington, D. C.

In promotion of child-welfare the National Congress of Mothers is conducting a campaign to arouse the whole country to a sense of its duty and responsibility to childhood.

To surround the childhood of the world with loving, wise care in the impressionable years of life will develop a higher type of citizenship in health, morals and efficiency.

The National Congress of Mothers asks in this campaign the co-operation of every governor, every mayor, every father and mother, every church, every school, the press and all organizations whatsoever, because the love of childhood is the tie that unites us all in holiest purpose.

The success of the campaign will depend upon the united effort, the personal service and the enthusiastic co-operation of countless workers.

Purpose of the Campaign: Save the babies; safeguard the boys and girls; give to youth high ideals of marriage and home-making; educate the father; train the mother; ennoble the home; bring into co-operation home, school, church, and state; carry mother-love, mother-thought, and mother-wisdom into all that pertains to childhood; secure an offering from every one interested in the welfare of the child.

Methods for securing better opportunities for childhood in home, school, church, and state:

1. A parent-teacher association in every school for the study of child hygiene and child nurture and for the securing of sympathetic co-operation between home and school.

2. A parents' association in every church for the study of character building; for the greater realization of parental responsibility in teaching moral and spiritual truths and for the guidance and development of child life.

3. A department of child hygiene in every Board of Health to safeguard babies' lives through clear instruction in infant hygiene, through birth registration and through protection of the milk supply.

4. A Child-Welfare Department in city, state, and nation to study conditions affecting childhood and to apply necessary remedies for their amelioration.

Ways in Which You Can Help: Fifteen hundred dollars a year will pay the expenses of an organizer to visit cities and towns explaining the work and value of the National Congress of Mothers, arous-

ing interest and enthusiasm and assisting in forming mothers' circles and parent-teacher associations. Will you pledge or secure the money to support an organizer for one week, one month, or a year?

Three thousand dollars is required for the printing and circulation of literature relating to child-welfare work. Will you contribute to this important work?

Five thousand dollars is required to do the work demanded of the National Office in Washington. Its work is great and rapidly increasing. All the literature of the Congress is distributed, and educational courses for parents are sent from the office. Reports are copied, important documents filed and preserved and thousands of inquiries regarding the Congress work are received and answered. Rent, clerical help, stationery, postage and expressage are a heavy but necessary tax. Will you contribute to the support of National headquarters?

The time is approaching when a building will be required to accommodate the rapidly growing work of parental education and child-welfare. No better memorial could be erected to a loved mother than a building in Washington dedicated to the motherhood and childhood of America. Contributions are needed for this object. Who will give the whole or a part?

The CHILD-WELFARE MAGAZINE, which has begun its seventh year with a steadily increasing subscription list is a medium of communication between the mothers' circles and parent-teacher associations in all the states; it contains articles written by specialists in child nurture and has a message for all who have the care of children. Will you secure two subscribers at \$1.00 per year each? Will you give the magazine for a year to the library of your town or to some one who has the care of children?

Will you help by becoming a member of the National Congress of Mothers, specifying in what field of child-welfare you are especially interested? \$3.00 will give associate membership in National and State organization and a subscription to the CHILD-WELFARE MAGAZINE. Can you not secure men and women as members, sending the names to the National Secretary, Mrs. Arthur A. Birney, and the money to the National Treasurer, Mrs. W. B. Ferguson, both at 806 Loan and Trust Building, Washington, D. C.?

The National Congress of Mothers urges that February 17, the anniversary of the founding of the organization, be universally observed as Child-Welfare Day, and the Congress asks your co-operation in making the celebration such as shall awaken additional popular interest in the welfare of the child.

The gathering might take the form of mass meetings, with inspiring addresses on child nurture in home, school, church, and community.

Luncheons and teas, with the informal, delightful atmosphere of sociability with kindred spirits, might be advantageously used at a welcoming reception for the new members secured during the campaign. At all these gatherings reports should be given concerning new members gained, gifts received for the child-welfare work, together with suggestions for the further extension and helpfulness of the Mothers' Congress. All local committees should look for instruction and should report to the National chairman.

What can you do, what will you do, to aid in this most important work?

Will you not give time, thought, effort and money for the conservation of the

children, the most precious portion of our nation's wealth?

MRS. DAVID O. MEARS, Chairman Campaign, The Coolidge, Brookline, Mass.

MRS. FREDERIC SCHOFF, President.

The president and vice-presidents of the National Congress of Mothers, the president and treasurer of each State Congress constitute the Child-Welfare Campaign Committee.

CHILD-WELFARE CAMPAIGN

PLEDGE CARD

National Congress of Mothers and Parent-Teacher Associations, Mrs. W. B. Ferguson, Treasurer, 806 Loan and Trust Building, Washington, D. C.

I hereby pledge \$ _____ to the National Congress of Mothers for the promotion of Child-Welfare.

Name _____

Address _____

When payable _____

Message from National Press and Publicity Committee

MRS. EDGAR A. HALL, Chairman

The Press Committee will continue to "advertise" the Congress, its activities, its conferences, propaganda, its plans for the future in hundreds of cities and towns, as is proven by actual printed proofs in my possession. There may be many others from which we do not receive clippings or papers.

The newspapers, news syndicates and frequently certain magazines working to promote the "new humanities" help much.

Frequently in response to an article about the Congress work which is read by an outsider, an inquiry comes for information which may have led to the formation of circles. But I do not know, as I do not have time to "follow up." In connection with such inquiries, a notable instance was that following the article by Mr. Bok, in the *Ladies' Home Journal* on "Why Not Become an Organized Mother!" over 100 requests for further information came, many enclosing fee for individual membership.

Most efficient aid from news syndicates and editors is given.

The CHILD-WELFARE MAGAZINE has materially aided this department.

A larger appropriation for press work is greatly needed.

We meet two hindrances, *tardiness* in receiving information, also, a tendency on the part of some women to obtrude their own personalities too much in their news articles.

The MAGAZINE is simply invaluable in this department. It is the source of information. It is the repository of all the best ideas bearing on our work. "The Postal Card Magazine" system brings many of its valuable lessons in child training, to the attention of newspaper readers, who could not be induced to read a mothers' magazine. This is especially the case in the smaller towns. From the MAGAZINE this committee gets a broader view of the whole work.

When the name and address of a new state chairman of publicity is received, certain general directions are sent her. Then, unless she has had experience, she will write several letters of inquiry, on points which trouble her. These are answered and often samples of how matter should be prepared for the compositor are sent.

At the conventions I would like to suggest that a certain hour be set aside for the meeting, simultaneously of each department chairman with her respective state chairmen, to compare notes and to have an "experience" meeting.